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ABSTRACT

This document consists of the four issues of the "JLTN Quarterly" issued from December 1995 to October 1996. This journal for high school Japanese language teachers contain articles on class activities and classroom teaching techniques. These include: exercises in interpretation of a Toys "R" Us store map and advertising; a weather discussion activity; notes for a classroom fashion show; creative homework assignments; exercises using foreign tourism materials; Japan clubs; interpretations of a food diary; a teacher rating game; a definition game; campus tour guide role-playing; a guessing and identification game; a movie review exercise; and an activity to encourage classroom discussion of America in Japanese. Software and instructional material reviews, professional announcements, and employment opportunity notices are included in each issue. (MSE)

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JLTN QUARTERLY

JAPANESE LANGUAGE TEACHERS NETWORK

A publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ)

ED 404 853

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JLTN QUARTERLY

日本語教師ネットワーク

JAPANESE LANGUAGE TEACHERS NETWORK

A publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ)

Vol. 11 No. 1 **December 1995**

The JLTN Gift Bureau

I've been thinking a lot about gifts lately. Like many of you, I've been planning holiday gifts for family and friends. And, just as I did when I was very young, I've been making a list of gifts that I would like to receive. I'll leave the list on the kitchen table for a few days, just in case my son and husband need some suggestions!

I should also confess that I am a strong believer in giving gifts to myself. Last year, I found myself in a store looking longingly at a beautiful set of paper dolls and remembering how much I had loved playing with paper dolls years and years ago. I could not seem to leave the store. I kept returning to the paper dolls and finally I bought them -- for myself.

Sometimes the very best gifts -- the gifts that we know are perfect in every way -- are not easy to come by. Sometimes we must invest a lot of effort in order to find the perfect gift. But often, we are willing to do that because we know that the gift will mean so much to the person who receives it.

Within the pages of this issue of the JLTN Quarterly, you will find some wonderful gift ideas! First, for your colleagues who teach Japanese, we suggest that you consider a gift subscription to the JLTN Quarterly. Just mail the bottom portion of the enclosed form to your colleague and send the top portion to us, along with a check for $18. The gift subscription will start with the December 1995 issue, and as a bonus, we will include the October 1995 issue as well.

Gift ideas for your students are bountiful in this issue: They can choose something for themselves from Toys 'R' Us and practice their Japanese at the same time! There are software programs for everyone's needs, and there are exciting enrichment opportunities for students and teachers alike.

The final, and I think the most extraordinary, gift suggestion that I have is for non-native-speaking teachers of Japanese. This is a gift that you can acquire for yourselves, but it comes under the heading of Will Require an Investment of Time and Effort. It could, however, be the perfect gift for you if you currently teach at least half-time, have taught Japanese for at least a year, and feel that your language skills need to improve.

The Association of Teachers of Japanese (ATJ) and the United States-Japan Foundation have joined together to provide an opportunity for non-native speaking teachers to enroll in a summer intensive Japanese program at one of six prestigious American institutions of higher education in order to improve their language skills and language related knowledge. Yes, the application process is rigorous and the program completion requirements are demanding. But the longterm benefits of this program, for teachers and their students, are immeasureable.

So take a look at the information. Think about yourself and your needs. Go back and look at it again. If you think that this is the perfect opportunity for you, take a chance and apply. You may be lucky enough to receive one of the 12 fellowships offered for Summer 1996. It will surely be one of the most important gifts you can give -- and receive.

Carol Bond
Director, CITJ

Teacher to Teacher

Holiday Shopping at the Sendai Toys 'R' Us

As you may know, Toys 'R' Us is alive and well in Japan. In fact, Sendai has two locations! The following worksheets use an advertisement and a floor plan of the Sendai Izumi store to provide beginning and intermediate level students with an opportunity to imagine what it might be like to shop in the Japanese version of this store.

The activities for both levels are based on a reading/writing format, which require the ability to read and write hiragana and katakana. Students should be able to associate what they know with clues given in the exercises to find the correct answer.

I hope that these activities add a little fun and variety to the holiday season, as well as help students use their basic skills in Japanese in a meaningful context.

Chris Thompson
Towa-cho, Iwate-ken
Japan

TOYS"R"US Store Directory

仙台泉店案内図

パズル　積み木　ブロック　レゴ　紙おむつ類　ベビーフード

ビデオゲームソフト ビデオゲーム 電子手帳 | ビデオゲームソフト ビデオゲームソフト | ラジコンカー ビデオゲームソフト | ガン 水鉄砲 レーシングカー | 自転車用品 クリアランス | 自転車 三輪車 | ワゴン車 ペダル乗用 自転車 | テーブル&チェアー 電動乗用 | スポーツボール 乗物玩具 | スポーツ玩具 野球 テニス | スケートボード ローラースケート スポーツ玩具 | 大型玩具 大型玩具 | 大型玩具 大型玩具 | ルームアクセサリー プリスクール | 寝具セット アウトドア用品 | ベビーサークル ゆり籠 ベビーベッド | ベビーカー ハイチェアー ゆりかご | ベビートイレタリー カーシート

1B 2B 3B 4B 5B 6B 7B 9B 10B 11B 12B 13B 14B 15B 16B 17B 18B 19B 20B

パーティー用品 ラッピング用品 ギフトカード | ラジコンカー パーティー用品 | トラック リモコンカー | プラモデル ミニカー | 男児キャラクター ガンダム | 乗用ビデオ 男児キャラクター | クラフト おりがみ 本 | まなこと食品 ティーセット おえかき ホワイトボード | ファッション人形 大型まなこセット | その他ファッション人形 ファッション人形 | シルバニアファミリーアクセサリー 女児アクセサリー | 人形 人形用アクセサリー | ぬいぐるみ 電動ぬいぐるみ | プリスクール ぬいぐるみ | プリスクール プリスクール | 乳児玩具 プリスクール | 乳児玩具 乳児玩具 | 乳児玩具 乳児玩具 | 子供服

1A 2A 3A 4A 5A 6A 7A 8A 9A 10A 11A 12A 13A 14A 15A 16A 17A 18A 19A 20A

キャンティー
キャンティー
学用品
学用品
学用品
学用品
カセット カラオケ
学習商品
キャンティー
キャンティー
雑貨
入口
サービス カウンター
レジスター
出口
出口
インフォメーション カウンター
商品お渡し カウンター

5

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SKN# 142239

割引額 ¥500

ハンタイ
DXウィングガンダム

通常店頭価格 ……¥4,499
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥3,999

クーポンNo.43

SKN# 145068

割引額 ¥300

ニッコーフロンティア
OCPポリスカー

通常店頭価格 ……¥1,999
クーポン割引額 ……¥300
クーポン利用時価格 ‥¥1,699

クーポンNo.44

SKN #163732

割引額 ¥500

ツクダオリジナル
ミレニアムファルコン

通常店頭価格 ……¥3,999
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥3,499

クーポンNo.45

SKN# 183156

割引額 ¥500

ドウシシャ
ケンケンスケートボード

通常店頭価格 ……¥4,999
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥4,499

クーポンNo.46

SKN# 720240

割引額 ¥3,000

ハフィ
NBA スラムジャムゴール

通常店頭価格 ……¥29,999
クーポン割引額 ‥‥¥3,000
クーポン利用時価格 ‥¥26,999

クーポンNo.47

SKN# 155322

割引額 ¥500

ユタカ
セーラームーンスーパーズ ホッピングM

通常店頭価格 ……¥1,999
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥1,499

クーポンNo.48

割引額 ¥500

タカラ
人生ゲーム平成版 VII

通常店頭価格 ……¥2,499
クーポン割引額 ……¥500

クーポンNo.49

SKN# 182168

割引額 ¥500

アサヒコーポレーション
ターボショット

通常店頭価格 ……¥4,499
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥3,999

クーポンNo.50

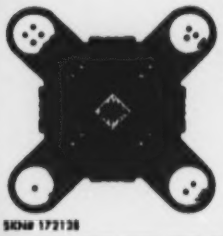
SKN# 154431

割引額 ¥500

ハスフロー
チョウチョがでるゾウ

通常店頭価格 ……¥2,999
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥2,499

クーポンNo.51



SKN# 172138

割引額 ¥500

ツクダオリジナル
ブレインバトル

通常店頭価格 ……¥2,499
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥1,999

クーポンNo.52

SKN# 177717

割引額 ¥300

タカラ
ライツアウト

通常店頭価格 ……¥2,299
クーポン割引額 ……¥300
クーポン利用時価格 ‥¥1,999

クーポンNo.53

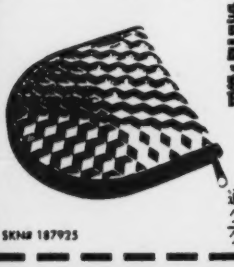
SKN# 883166

割引額 ¥800

タカラ
スーパー人生ゲーム2

通常店頭価格 ……¥7,799
クーポン割引額 ……¥800
クーポン利用時価格 ‥¥6,999

クーポンNo.54



SKN# 187925

割引額 ¥500

ソニー
CDキャリングケース

通常店頭価格 ……¥1,999
クーポン割引額 ……¥500
クーポン利用時価格 ‥¥1,499

クーポンNo.55

割引額 ¥500

セガ・エンタープライゼス
デイトナUSA

通常店頭価格 ……¥5,499
クーポン割引額 ……¥500

クーポンNo.56

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トイザ"ら"ス
仙台の泉店でショッピング

日本語
初級

なまえ：
ひづけ：

Use the Store Directory from the Sendai Toys "R" Us, and the advertisement provided to answer the following questions.

Section 1. Explain briefly in English how the トイザ"ら"ス advertisement can save the customer money.

Section 2. Match the トイザ"ら"ス items in the left-hand column with their English equivalents in the right.

1）ビデオゲームソフト	• outdoor (goods)
2）レゴ	• candy
3）ローラースケート	• karaoke
4）キャンデイー	• puzzles
5）ファッション人形	• video game software
6）カラオケ	• fashion (dolls)
7）アウトドア用品	• rollerskates
8）パズル	• Lego

Section 3. In which aisle can you find the following items? Indicate the letter and number of the correct aisle in the space provided.

ア。toy trucks _____
イ。Sylvania Family (toys) and accessories _____
ウ。plastic models _____
エ。party goods _____
オ。origami and crafts _____
カ。wrapping paper _____
キ。doll accessories _____
ク。tea sets _____
ケ。racing cars _____
コ。soccer balls _____

Section 4. Use the store directory to find the one word answers to the following questions. All answers must be written in Nihongo.

1.) Where would you go if you needed information about a product?

_____

2.) Where would you go if you wanted help finding a product?

_____

3.) Where do you pay for the merchandise?

_____

4.) What is shelved on the aisles nearest the puzzles?

_____

5.) What section of the store would you like to visit most?

_____

Section 5. Using the トイザ"ら"ス advertisement provided, choose appropriate gifts for the following people on your list. Record each item in Nihongo, and its cost in Arabic numerals in the space provided.

	Item	Cost
1.) Your best friend at school.	_____	¥_____
2.) A parent or guardian.	_____	¥_____
3.) Your sibling/cousin	_____	¥_____
4.) A teacher at school.	_____	¥_____
5.) A family friend	_____	¥_____
6.) How much did you spend?		¥_____

Section 6. Which three items would you choose for yourself? Write the name of each item in the space provided, then provide a one sentence explanation in English.

ア。 _____

イ。 _____

ウ。 _____

8

トイザ"ら"ス
仙台(せんだい)の泉店(いずみてん)でショッピング

日本語
中級

名前：
日付：

Use the Store Directory from the Sendai Toys "R" Us, and the advertisement provided to answer the following questions.

Section 1. In English, explain briefly how theトイザ"ら"ス advertisement can save the customer money.

Section 2. Match the general category of each item in the left-hand column with a specific product from that category listed in the right-hand column.

1）ビデオゲームソフト ・	・ インラインスケート
2）パーティーゲーム ・	・ ライオン・キング
3）ローラースケート ・	・ キャンピングストーブ
4）バスケットボール ・	・ バービー
5）ファッション人形(にんぎょう)(doll) ・	・ スタジアムサッカー
6）スポーツゲーム ・	・ ハフィ・スラムジャムゴール
7）アウトドア用品(ようひん)(goods) ・	・ オセロ
8）ビデオ ・	・ ドラゴンボールZ

Section 3. Using the トイザ"ら"ス advertisement provided, choose appropriate gifts for the following people on your list. Record each item in Nihongo, and its cost in Arabic numerals in the space provided.

	Item	Cost
1.) 友達(ともだち)		
2.) 両親(りょうしん)	_____	¥_____
3.) 兄弟(きょうだい)／いとこ	_____	¥_____
4.) 先生(せんせい)	_____	¥_____
5.) 親戚(しんせき)	_____	¥_____
	_____	¥_____

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Section 4. Which aisle(s) will you have to go to in order to find the gift items you chose for section 3? Indicate the letter and number of the correct aisle(s) in the space provided. Write your answer to question 6. in Arabic numerals.

1.) _____

2.) _____ 6.) いくらですか。 ¥_____

3.) _____

4.) _____

5.) _____

Section 5. In which isles would you find these remaining items on your shopping list?

ア。 books _____
イ。 dolls _____
ウ。 greeting cards _____
エ。 clearance (merchandise) _____
オ。 Christmas party goods _____

Section 6. Use the store directory to find your original one word answers to the following questions. All answers must be written in Nihongo.

1.) Where would you go if you needed information about a product?

_____

2.) Where would you go if you wanted help finding a product?

_____

3.) Where do you pay for the merchandise?

_____

4.) Which aisle would you least like to visit?

_____

5.) Which aisle would you most like to visit?

Is it Raining in Osaka?

Talking About the Weather in Japanese

The weather is one of my favorite topics to cover in class because it lends itself so well to many different activities. I begin by introducing and practicing weather-related words and expressions: 天気　はれ　くもり　あめ　雪　のち　ときどき
きおん　さいこう　さいてい　～ど　～でしょう
Once the students feel comfortable with these, we learn how to give a weather report in Japanese.

In my first-year classes, I introduce my students to Japanese geography. Learning weather expressions lends itself well to a review of the major cities and regions of Japan. I have made a large map of Japan which I place on the blackboard, and have also made and laminated several weather symbols that have a magnet on the back. I place the symbols on the board next to the map. A volunteer goes to the board and listens as I say the forecast for a particular city or region.

れい：　おおさかはくもりのちあめでしょう。さいこうきおんは２３どでしょう。

He/she must place the correct symbol(s) and write the high temperature for the correct city. A variation on this activity is to divide the class into teams and see which team can put the correct information on the map first. (Depending on the size of your class, you may need additional maps and symbols.)

As a follow up, I bring to class Japanese newspaper weather maps or a weather report from a television news broadcast. My students are often amazed that they actually understand most of the television report even though the forecaster is speaking rapidly.

Susan Herndon Davis
Clover Hill High School
Midlothian, Virginia

Weather Worksheets for Pairs

The following activities were prepared by Yukiko Oguchi, former CITJ associate and University High School teacher. The maps and weather reports in Part I are information-gap activities designed for pair work. The questions in Part II can be completed cooperatively by the partners.

Student A

日本の天気(てんき)

ひづけ：
名前：

The following weather report is taken from a Japanese newspaper. Notice that the temperatures are given in Celsius (or Centigrade).

I. Look at the following weather report and answer your partner's questions in Japanese.

一月の天気(てんき)

	天気(てんき)	きおん	
		最高(さいこう)	最低(さいてい)
とうきょう	くもりのちはれ	11	3
さっぽろ	くもりときどき雪	1	−2
せんだい	くもりときどきはれ	8	0
ながの	はれのち雪	5	−4
にいがた	くもりときどき雨	7	2
かなざわ	くもりのち雨	7	3
なごや	はれのち雨	10	2
おおさか	くもりのち雨	8	3
ひろしま	くもりときどきはれ	8	3
たかまつ	くもりときどきはれ	8	2
ふくおか	くもりのちはれ	10	4
かごしま	くもりときどきはれ	12	5
なは	くもりのち雨	18	15

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Student B

日本の天気

ひづけ：
名前：

The following weather report is taken from a Japanese newspaper. Notice that the temperatures are given in Celsiu (or Centigrade).

I. Look at the following weather report and answer your partner's questions in Japanese.

七月の天気

	天気	きおん	
		最高	最低
とうきょう	くもり	３０	２４
さっぽろ	くもりのち雨	２２	１６
せんだい	くもりときどき雨	２３	１６
ながの	くもり	２６	２１
にいがた	くもりときどき雨	２５	２１
かなざわ	くもりときどき雨	２５	２１
なごや	くもりときどきはれ	２９	２２
おおさか	くもりときどきはれ	２９	２４
ひろしま	くもりときどきはれ	２９	２３
たかまつ	くもりのちはれ	２８	２２
ふくおか	くもり	２７	２３
かごしま	くもりときどきはれ	３１	２４
なは	はれときどきくもり	３２	２７

七月の日本の天気

Student A

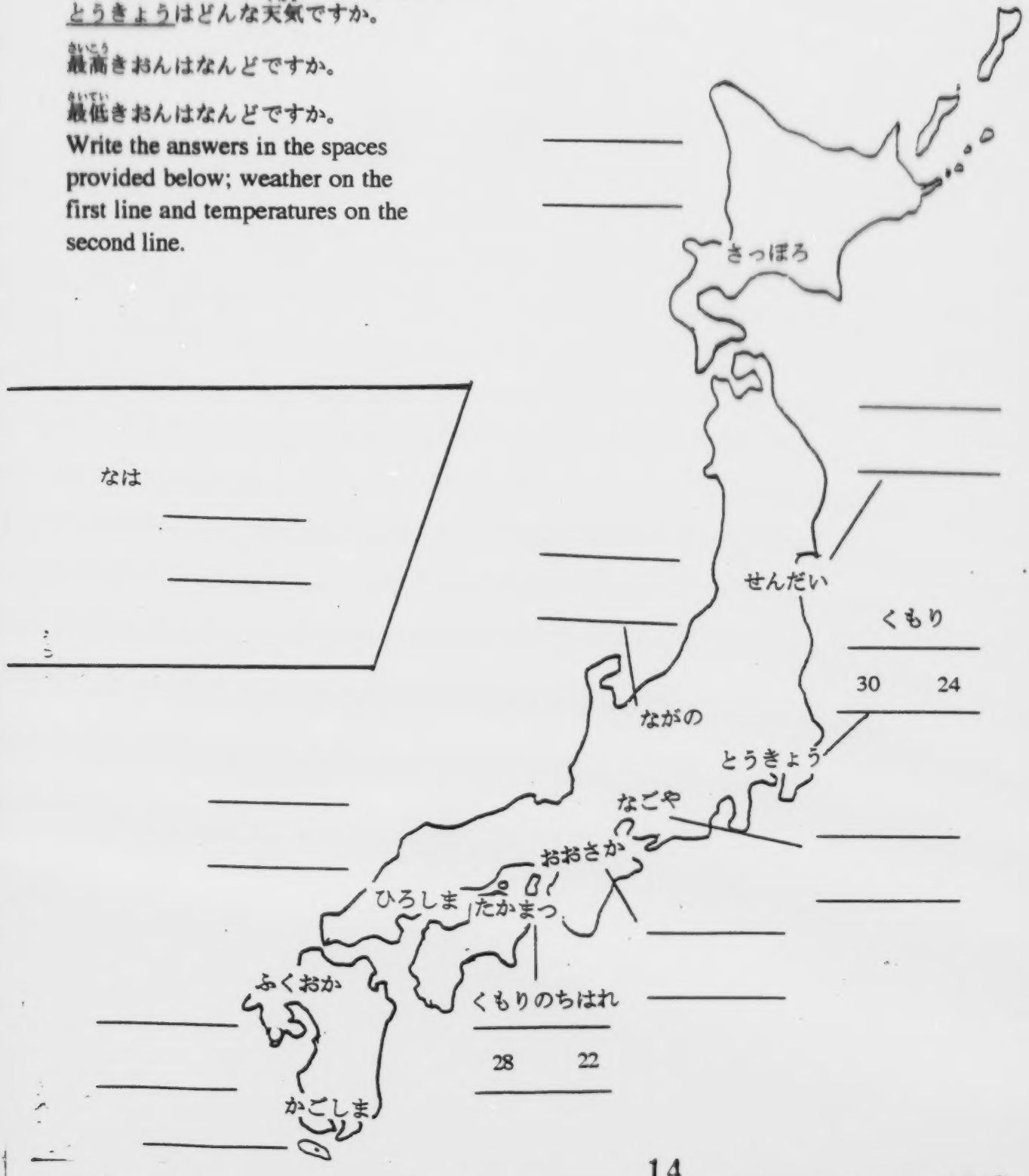
Ask your partner the following questions:

とうきょうはどんな天気ですか。

最高きおんはなんどですか。

最低きおんはなんどですか。

Write the answers in the spaces provided below; weather on the first line and temperatures on the second line.



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Dear JLTN Quarterly:

Enclosed is my check for $18.00 for a gift subscription for the 1995-1996 subscription year, for:

Name:_____

Address:_____

_____

Phone: _____ Fax:_____

e-mail: _____

Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check to Barbara Shenk, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

.....

Dear_____

Please accept this Gift Subscription to

Japanese Language Teachers Network Quarterly
(JLTN Quarterly)

From:_____

Your gift subscription will start with the December 1995 issue, and as a bonus, we will include the October 1995 issue as well.

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一月の日本の天気

Student B

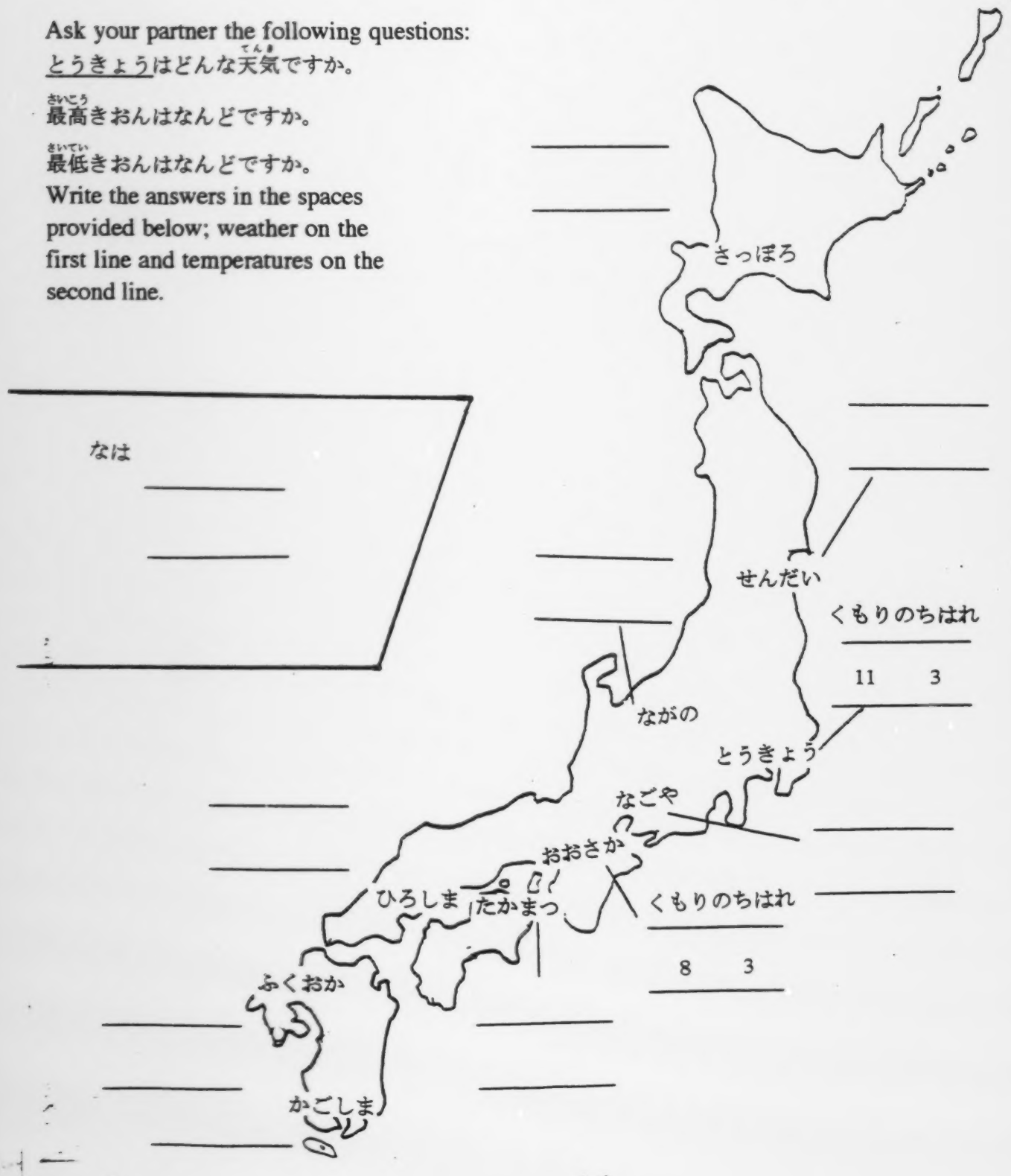
Ask your partner the following questions:

とうきょうはどんな天気ですか。

最高きおんはなんどですか。

最低きおんはなんどですか。

Write the answers in the spaces provided below; weather on the first line and temperatures on the second line.



日本の天気

ひづけ：
名前：

II. With your partner, answer the questions below based on the completed weather maps.

1. 一月は、どこがいちばん寒いですか。

2. 七月は、どこがいちばん暑いですか。

3. スキーがしたいです。どこへ行きますか。

4. いま、七月です。明日、なごやへ行きます。かさをもって行きますか。

5. いま、一月です。あたたかいところへ行きたいです。　どこへ行きますか。

6. いま、七月です。すずしいところへ行きたいです。　どこがいいですか。

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Software Reviews

The following reviews are taken from the ACTFL '95 presentation by Cliff Darnall, Atsushi Fukada and Kazuo Tsuda. ***Computer-Assisted Language Learning for Japanese on the Macintosh: An Update of What's Available.*** *For the complete set of 20 software reviews send $3, payable to the University of Illinois, c/o Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.*

Blackbelt Japanese Set 1 (Rising Wave) System Requirements: CD-ROM, 256-color mode, 5 MB minimum of free RAM, Japanese Language Kit not required.

Blackbelt Japanese Set 1 is a kanji learning program with two very strong features from the point of view of high school learners: It has beautiful graphics and it is fun! Students are greeted with relaxing music and a beautiful landscape as they first open the program. They can then proceed through traditional Japanese architecture surrounded by beautiful mountains to a hall of languages with a door for Japanese. Students then choose between shoji-style doors marked hiragana, katakana, or kanji. Any of these lead to lists of generally eight characters each that students must master on their way to earning a blackbelt. Set 1 allows the student to earn blackbelts in hiragana and katakana and white and red belts in Kanji after learning two sets of 96 characters each (192 total). Kanji in the white belt, for example, include Days, Family, Get Together, Numbers, People, School, Self, Time, and Trip.

A game format is used throughout. Tiles are laid out side by side and partially stacked as in a common Japanese game. Each kanji tile has a matching picture tile, while the kana tiles (including syllables such as *cha*, *chu*, *cho*) have matching characters in roman script. In the learning mode, students have 120 seconds to make the correct matches. The sessions are monitored by a stern-looking shaven-head martial arts student sitting on the left of the screen. If the student fails to find the matches in less than 120 seconds, a message appears from the Japanese Sensei, who admonishes him to practice harder. When students are ready, they enter the challenge mode, where they have only ninety seconds and no key to refer to. At the start of the challenge match, the martial arts figure jumps to his feet in a battle-ready position. As each list is successfully completed, a huge, fat red ogre with four eyes begins to dance and grunt, only to be stared down to a smaller and smaller size by a smiling, confident, improving trainee. Once all the lists in a belt have been completed, the student faces a final challenge. The martial arts student sits across from his master teacher, who sends "mental" images (pictures for kanji study), *roomaji* for kana study across the screen to his disciple. The student must click on the appropriate character from a display of ten before the image arrives.

The program will surely be very popular with students. I have some concerns. Response to tile selection is sluggish, at least on the PowerMac 5200/75 LCs our school uses. Therefore, students have to click way ahead of the machine in order to beat the time; making it very hard to

correct an error. The introduction scenes are beautiful but time consuming, and the ogre-dance is also time consuming though admittedly amusing. Because the tiles are small, it is sometimes hard to distinguish them. Lists are predetermined, stroke orders are not indicated, and compounds or phrases are not included. Still, *Blackbelt Japanese* is very enjoyable, and it may be the hook that gets a lot of high school students into the study of what is a difficult part of the language and a chance to make any level of a high school class more fun.

Price: $99; Teacher's Version (not reviewed -- also allows for individual and class progress tracking) $129; lab pack $500. Available from Rising Wave, Inc., 1103 9th Ave., Honolulu, HI Tel 808/739-5917, Fax 838/733-2011.

Cliff Darnall
Elk Grove High School
Elk Grove Village, IL

Kana (Kazumi Hatasa, Mariko Kaga, and Peter Henstock) System Requirements: HyperCard Player 2.1 or higher, 2.2MB of disk space; Japanese Language Kit not required. Freeware available for download at ftp://intersc.tsukuba.ac.jp/pub/KANA/ or through http://www.sla.purdue.edu/academic/fll/Japanese/ For more information contact Kazumi Hatasa, Foreign Language Media Center, Department of Foreign Languages and Literatures, Purdue University, Stanley Coulter Hall, West Lafayette, IN 47907 kazumi@sage.cc.purdue.edu

Kana introduces hiragana and katakana and provides practice in recognizing them. The hiragana stack and the katakana stack have the same structure, consisting of three sections: Presentation, Flashcards, and Guessing Game. In the presentation section, you first specify which row you would like to look at. Let's suppose you chose the first row a-i-u-e-o. One presentation cycle goes like this: First, you are presented with a simple line drawing of a person ice-skating and hear the audio say "Ann is good at ice-skating". When you press the proceed button, the shape of hiragana "a" gets gradually highlighted in the drawing and you will hear "a as in ice-skating" (meaning that hiragana "a" sounds like the first part of the first vowel in "ice-skating"). When you proceed further, parts of the drawing not highlighted gradually disappears leaving only hiragana "a" and the audio says "a". Pressing the proceed button once again, the somewhat odd-shaped "a" is replaced by a well-formed version, and you are prompted to type "a" on the keyboard. Memorizing kana is memory-taxing if done completely by rote. This program provides help through visual and verbal mnemonics. The drawing and the subsequent animation sequence provide the shape of kana while the mnemonic phrase links the drawing and the sound. The system thus helps establish an association between the shapes of kana and the sounds they represent.

The other two sections provide two kinds of kana recognition exercises. In the flashcards section, you first specify which row or rows of kana to be quizzed on. The program prepares a randomly ordered stack of kana flashcards for you to go through. You can control the speed with the "Set interval" button. Once you start, you are presented with one kana at a time, to which

you respond by typing in its *roomaji* representation. If you take too much time, the program will go on to the next item. Items missed will come back later systematically for reinforcement. Recognizing kana should become instantaneous for learners in order to start reading Japanese. This exercise is designed to develop that automaticity. The Guessing Game is another type of recognition exercise in a game format. As with the flashcards exercise, you can specify which rows to work on. This game first presents you with nine panels arranged in a 3x3 format behind which hides a kana. The object is to guess what it is, removing as few panels as possible. The more panels you open, the lower your score becomes. This exercise is designed to sharpen your kana recognition skills, especially the ability to distinguish between similar ones; e.g. "re", "wa", and "ne", or "ha", "ho", "ke". If you know which one differs from which others in what way, you should be able to open panels strategically and improve your score.

In short, this is a good self-contained package providing learning aid and some fun in what could potentially be a tedious and difficult task.

[Note: I have successfully used Kana with a large screen monitor for the whole class by dividing the class into teams to take turns trying to guess the hidden kana. The kana starts out being worth 10 points but loses one point for each tile turned. If a team ventures a guess but is wrong, it loses points. The team who can guess the kana on it turn gets whatever points are remaining for the kana. By calling on a different spokesperson for each group each time and requiring that students use Japanese ("ni-ban onegai-shimasu"), the teacher can present a lively and valuable activity. (C. Darnall)]

A Freeware companion to Kana is **World Geography**, a collection of HyperCard stacks which provide students with practice in reading katakana through recognizing and producing katakana words. Available for download at ftp://intersc.tsukuba.ac.jp/pub/World/

Try also **AutoGloss/J**, a program that takes a list of Japanese words you specify as input and automatically and efficiently generates a vocabulary list containing their reading and meaning in English. Available for download at ftp://intersc.tsukuba.ac.jp/pub/AutoGloss/

Atsushi Fukada
Purdue University
West Lafayette, IN

Japanese Language Skill Improvement Project

ATJ Announces 1996 USJF Fellowships

The Association of Teachers of Japanese is pleased to announce the continuation of a project funded by the United States-Japan Foundation to provide an opportunity to non-native speaking teachers of secondary school Japanese to enroll in a selected summer intensive Japanese program in this country to improve their language skills and language related knowledge. Anyone who meets the eligibility criteria is welcome to apply. The project is focused on language training, and is not for the study of Japanese language.

For the summer of 1996 the project will award up to twelve fellowships. Completed application forms, letters of recommendation and essays must be received by the project office by February 2, 1996. For information and application forms contact the USJF-ATJ Project office, Twilight Hall, Middlebury College, Middlebury, Vermont 05753, Fax 802/388-3902; Dr. Hiroshi Miyaji (802) 388-3711 ext. 5662, e-mail hmiyaji@middlebury.edu; or Ms. Carol Sampson (802) 388-3711 ext. 5013, e-mail Carol.A.Sampson@mail.middlebury.edu

Summer of '96

Enrichment Opportunities for Teachers and Students

The 1996 session of the East Asian Summer Language Institute (EASLI) at Indiana University, Bloomington, will offer intensive immersion instruction in first- through fifth- level Japanese. The program will run for nine weeks, June 7 - August 9, 1996. The Japanese School will again be under the guidance of Koichi Miura, of the University of Oklahoma. Students are expected to devote all of their time to learning the language -- whether in the classroom, the residence hall, at meals, or at recreation. Residence at EASLI (Eigenmann Hall) is required. The Institute provides a living language environment in which the committed learner can make effective progress in a structured program enhanced by related cultural activities. The cost of participating in the Institute will be approximately $3,550 for undergraduate residents of Indiana; $3,800 for all others. Fees include tuition, room and board, curricular materials, as well as expenses for special Institute resources and activities. A limited amount of fellowship support is available. Applications are reviewed on a rolling basis. Early application, by March 20, 1996, is encouraged. For additional information and an application, please contact EASLI, Memorial Hall West 212, Indiana University, Bloomington, IN 47405, Tel 812/855-5246, easli@indiana.edu

The Hokkaido International Foundation Intensive Japanese Language and Civilization offers homestay and study programs for all levels of Japanese language proficiency, June 19-August 16 in Hakodate, Hokkaido. Proficiency-oriented instruction helps students improve their communicative skills in all aspects of Japanese. Courses are structured in coordination with the students' lives with their host families. In addition, there is an optional

extension to the language program, Hokkaido International Cultural Exchange, August 18-September 1, 1996. Application deadline is March 15, 1996. Contact Hokkaido International Foundation, Dr. Herbert Plutschow, 17133 Nanette Street, Granada Hills, CA 91344, Tel 818/368-8935, Fax 818/368-0803

Teaching Japanese in High School: Practical Training is a professional training program offered in two segments over a two-year period for high school teachers of Japanese who have intermediate, advanced or native Japanese language ability. Full scholarships are available through grants from the United States-Japan Foundation and the National Endowment for the Humanities. The program places emphasis on actual practice teaching of American high school students enrolled in a beginning Japanese course, with demonstration sessions videotaped, reviewed and critiqued. Lectures on pedagogy are given by university and visiting instructional professors. Applications are accepted on a rolling admissions basis, with a priority application deadline of March 1 for scholarship consideration. This program of Exchange: Japan's Teacher Training Institute will be held in conjunction with The Ohio State University, Columbus, Ohio, July 7 to August 2, 1996 and two weeks in July, 1997. Contact Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48016, Tel 313/665-1820, Fax 313/665-5229

Teaching Japanese in High School: Language Concentration, to be held at Bryn Mawr College, Pennsylvania, June 30 to August 9, 1996, is a professional training program for high school teachers of Japanese combining intensive study of the Japanese language with a pedagogy component for high school teachers of Japanese. The program consists of several hours of language classes, language laboratory tutorials and a daily lecture on the teaching of the language. This program is intended for those with beginning or low intermediate language skills. The academic director is Eleanor H. Jorden, who will give the pedagogy lectures. Full scholarships are provided as a result of generous grants from The United States-Japan Foundation and the National Endowment for the Humanities. Applications are accepted on a rolling admissions basis, with a priority application deadline of March 1 for scholarship consideration. Contact Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48016, Tel 313/665-1820, Fax 313/665-5229

Intensive Japanese Language for High School Students, to be held in Columbus, Ohio, July 7 to August 2, 1996, is a four-week program for intensive study of the Japanese language for high school students with little or no prior knowledge of the language. A systematic approach to the teaching of the language enables students to communicate on a basic level after the four weeks. The program is taught by experienced teachers of Japanese providing the demonstration classes for teachers participating in the training program, Teaching Japanese in High School. Students live in supervised dormitories on the campus of The Ohio State University and are part of an environment that includes visiting native Japanese speakers who are also participating in programs of Exchange: Japan's Teacher Training Institute. For further information contact: Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48016, Tel 313/665-1820, Fax 313/665-5229

Mori No Ike, Concordia's Japanese Language Village, offers cultural immersion in Japanese for 7- to 18-year-olds who spend one, two, or four weeks during the summer as Japanese "villagers". High school students may earn one year of high school credit in Japanese at the four-week credit sessions. For information on the 1996 sessions contact Concordia Language Villages, Concordia College, 901 8th St. S., Moorhead, MN 56562. 218/299-4544, 800/247-1044 (inside Minnesota), 800/222-4750 (outside Minnesota), Fax 218/ 299-3807, e-mail clvoffice@vax.cord.edu

The Concordia Language Villages Teachers Seminars will help teachers bring the Concordia immersion philosophy of teaching into the classroom. The two-week seminars, based at Bemidji, Minnesota State University, are conducted in English and include workshops with Language Village deans, administrators and guest lecturers. The proximity to the Language Villages provides opportunities to observe the immersion program in action. The 1996 seminars are scheduled for June 30 - July 12 and July 14 - 26. For more information contact Concordia Language Villages, Concordia College, 901 8th St. S., Moorhead, MN 56562. 218/299-4544, 800/247-1044 (inside Minnesota), 800/222-4750 (outside Minnesota), Fax: 218/ 299-3807, e-mail clvoffice@vax.cord.edu

Employment Opportunity

The Indiana University East Asian Summer Language Institute (EASLI) is looking for experienced Japanese, Chinese and Korean language instructors for its June 7 through August 9, 1996 program. Fluency in the language and experience in language instruction are required. Teachers will also be expected to assist with extracurricular activities such as giving lectures and/or demonstrations about one or more aspects of the target culture. Instructors must be available from June 4 through August 10. The application deadline is January 8, 1996. For further information and an application, please contact: East Asian Summer Language Institute, Indiana University, Memorial Hall West 212, Bloomingon, IN 47405, Tel 812/855-5246 easli@indiana.edu

Employment Sought

Satoko Ide seeks a position teaching Japanese at the primary, secondary, or college level. Ms. Ide holds an M.A. in Teaching English to Speakers of Other Languages (TESOL) from the University of Northern Iowa and a B.A. in English with teaching certificates for English and Japanese from Kansai Gaidai University in Osaka, Japan. She is currently a Japanese instructor at the University of Northern Iowa. Ms. Ide has experience as a teaching assistant in Japanese at UNI, a Japanese tutor to Americans at Kansai Gaidai, and as an English instructor in Osaka. Contact Satoko Ide, 323 South Francis Street, Cedar Falls, Iowa 50613, Tel and Fax 319/266-6350, e-mail ide@uni.edu

Announcements

➢ **Core-ne Japanese** is a series of Hypercard software and lesson plans that will be made available through a World Wide Web site as early as February, 1996. The program will be free to teachers willing to pilot the lesson plans during 1996-97. Core-ne Japanese is being written and sponsored by the Northeast Association of Secondary Teachers of Japanese (NEASTJ) and a National Council of Secondary Teachers of Japanese (NCSTJ) task force committee which includes Geraldine Cater, Masako Kahata, Cyrus Rolbin, Masatoshi Shimano, and Kazuo Tsuda. Core-ne Japanese will provide a weekly lesson plan for beginning Japanese. The theme of each program is related to interests of today's students of Japanese. The main characters in the story include Japanese exchange students and American students. Watch for further information on Core-ne Japanese in the February 1996 issue of the JLTN Quarterly. Or contact Kazuo Tsuda, United Nations International School, 24059 FDR Drive, New York, NY 10010-4046, Tel 212/696-0347, Fax 212/889-8959, e-mail unistjpn@aol.com ktsuda@way.com

➢ **The First Annual Tuttle Language Grant for Asian Language Publication Research** has been awarded to David Prager Branner of the University of Washington. The purpose of the Tuttle Language Grant is to assist authors in completing work on dictionaries, textbooks, and language instruction materials that will aid in the study of Japanese, Korean, Chinese, Vietnamese, Thai, Indonesian, and other modern languages of East and Southeast Asia. The grant has an annual annuity of $10,000 that is divided among the awardees. Applications for the 1996 Tuttle Language Grant will be available in January. For more information and an application, please send your written request to: 1996 Tuttle Language Grant, Charles E. Tuttle Co., Inc., 153 Milk Street, Fifth Floor, Boston, MA 02109-4809, Fax 617/951-4045. No applications will be distributed after April 19, 1996. All applications will be distributed by mail. Application deadline: May 1, 1996.

Special Thanks

Cliff Darnall

Taeko Tashibu

Eriko Uyesugi

The Japanese Language Teachers Network Quarterly is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333-4064. e-mail: bshenk@uni.uiuc.edu or cbond@uni.uiuc.edu.

The Japanese Language Teachers Network Quarterly is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign.

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JLTN QUARTERLY

日本語教師ネットワーク

JAPANESE LANGUAGE TEACHERS NETWORK

A publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ)

Vol. 11 No. 2 February 1996

In the Driver's Seat

I remember overhearing a conversation between my two older sons when they were about seven and nine years old. "I wonder what's the hardest thing about driving a car," the older boy mused. With great seriousness, his younger brother replied, "I think the hardest thing would be reaching the pedals."

Now my youngest son is learning how to drive. For three years he's looked forward to this moment in his life while I had come to dread this day! How could this giddy, pre-occupied, over-confident teenager ever become a responsible driver? Didn't he realize that what seemed so totally cool to him, was actually a complex combination of skills that would require years to perfect? Reality settled in very quickly when he sat for the first time behind the wheel of the family car, his dad beside him, and cranked it up for a few turns around a deserted parking lot. In a much subdued voice, he said afterwards, "Mom, there is so much to keep track of, so much to notice, so much to do all at one time!"

My son has suddenly become very attentive to grown-up advice and behavior: He hangs on every word his dad and his driver's ed instructor say to him. He watches every move I make as a driver and lets me know if I've turned a corner too sharply or failed to signal properly.

Do you remember when you stood in front of a class for the first time? Did it suddenly seem like a more serious (and perhaps more dangerous!) undertaking than it had when you only imagined yourself there? Assuming you could already "reach the pedals," were you as prepared as you needed to be? Did you ever envision everything you would need to keep track of and all of the things that could go wrong? How could any of us have thought it would be easy?

How fortunate we are that we have people to help us, experienced teachers to emulate and look to as a source of inspiration, balance, and ideas. For example, I recently became discouraged about the progress of my students, as so often happens around this time of the year. They'd reached one of those plateaus that is inevitable in the learning process. A sense of futility began to set in. A chance conversation with an experienced *math* teacher helped me to regain my perspective. Speaking about her own efforts to turn teenagers into functioning mathematicians, she said, "It's like teaching a foreign language. There's no way you can teach them *all* they need to know. You give them enough so that they can go to France, or Japan, or Mexico and stay there long enough to *really* learn the language."

That same week, through a casual conversation with a Spanish teacher, I learned a clever idea for a classroom activity to practice clothing vocabulary (described below). I'm looking forward to trying this activity with one of my classes in a few weeks when the clothing unit comes up. Once again, I have been enriched professionally through interaction with another language teacher.

Important as it is to have others to turn to, in the end it is we who are responsible when we "take the wheel." We have lessons to plan, classroom management issues to handle, papers to grade, administrative demands to meet, worries about enrollment and the future of our program. We want to do what is necessary to grow professionally, but sometimes all we can do is grip the wheel tightly, steer through the potholes, and hope for a better road ahead! Whether we realize it or not, this too is a part of the ongoing process of becoming a teacher.

Carol Bond
Director, CITJ

In a Matter of Minutes: Ideas for Busy Teachers

Fashion Show

The following classroom activity provides practice with clothing vocabulary. The activity was described to me by a Spanish teacher who credits his fiancee for the idea.

After working with clothing vocabulary for a day or two, students were divided into groups of six. Each group had a few minutes to organize a "fashion show." Together, they wrote descriptive sentences about what each of them was wearing. When it was time for the show to begin, each student walked across the front of the classroom, while the "announcer" for their group described what he or she was wearing. As can be expected, some threw themselves wholeheartedly into the role of "model," while others scurried across the room as quickly as possible. According to my colleague, the students seemed to enjoy the activity, but since

teenagers tend to dress pretty much alike, there was not much variety in the presentations. Together, we realized that the activity could be improved by bringing in some unusual items of clothing and accessories and distributing them among the various groups.

This activity is particularly well-suited for Japanese classes where students will also gain valuable practice using appropriate verbs meaning "to wear."

Carol Bond
Director, CITJ

Classroom Activities

Creative Homework Assignments for the Foreign Language Classroom

Ed. Note: The following is reprinted with permission from the Wisconsin Association of Teachers of Japanese Newsletter, Winter 1996.

It is Monday morning and we have diligently planned our lessons for the week. After our classroom warm-up activities, we ask students to take out their assignments for checking and correcting. Much to our dismay, many of our cherubs have not completed the assignment and this section of our lesson plan becomes less effective than we had hoped. Sound familiar? "If only we could get our students to do their homework assignments...," we say.

We have all debated with our colleagues the reasons why students do not complete homework assignments: Lack of motivation, poor attitude, after school jobs, lack of parental support, etc. Have we, however, looked at the type of daily homework assignments given to our students? Are we asking them to complete "boring" (students' description) workbook exercises every night? Do the assignments require them to think creatively and solve problems? Are the assignments relevant to real-life situations?

After thinking about your answers to these questions, you may want to reexamine your plan for homework assignments and try something different. To get you started, I have included some suggestions for successful writing assignments. Numbers 1 to 7 below are taken from Beginning to Write: A Practical Approach by Katherine M. Rulick and Fred L. Toner. The remainder are suggestions I have obtained from various workshops I've attended during the past few years and adapted for my own classes. I used many of these activities when I taught French, and then realized how easily they could be transferred to my Japanese classes. Not every activity is appropriate for every level. Once you start trying these assignments with your students, however, you will find yourself making changes and adaptations for the different levels which you teach.

1. **Personal Portraits:** Students are given 5 minutes at the end of class to interview one another on likes and dislikes. They may jot down notes during the interview. For homework, they write a short "personal portrait" of their fellow classmate.

2. **Activity Logs:** Over the weekend, students are required to keep a daily "activity" journal by listing what they did at what time. (A minimum of 8 activities per day for upper levels.)

3. **Getting to Know You:** Ask students to locate 5 people, not in their class, and interview them on a series of 4-5 questions, jointly decided on in class. They may write up a short paragraph, or simply take down the information in note form and report back orally to the class.

4. **Foreign Phrases:** Students are sent to the grocery store or department store to make a list of 10-15 words in the target language found on items there. This may also be done in teams or pairs and those with the longest list win a prize. Variation: Make a list of Japanese words found in newspapers or magazines.

5. **Curriculum Vitae:** Write a Curriculum Vitae in order to apply for a summer job in a Japan. It may be helpful for the teacher to provide a form for this activity so that students will know what to include in a Curriculum Vitae.

6. **Inventory Time:** In pairs or groups, students are required to take inventory of objects found in rooms in school buildings. They are asked to name as many items as they can find in any of the following rooms: teacher's office, main office, science labs, cafeteria, kitchen, library, dorm room, student lounge, gymnasium, etc. Students may choose the room they want or may be assigned a particular room.

7. **Chain Letter by Telephone:** Each student must call one other student to leave a particular message for a third student. The second student takes the phone message down and passes it on to its intended recipient in class the next day.

8. **Soap Opera Saga:** Your classmate is an avid fan of General Hospital (or any other soap opera students may wish to substitute). But since your classmate has a dentist's appointment this afternoon, he or she will not be able to watch today's show. While watching the show, jot down notes about what happens. Tomorrow in class, tell your friend what happened in yesterday's segment. (Good review of past tense)

9. **Grocery Shopping Time:** Your mother doesn't have time to shop for groceries this week and she asks you to do this for her. After checking the cupboards at home, make a list of at least 10 items you need to buy at the store.

10. **Postcards from Paradise:** During school vacations, students often travel with their families. Have students send you a postcard from their vacation spot. Those who are not traveling can make up a postcard from a place they would like to visit in the future.

11. **Teacher for the Day:** Throughout the school year, give students the opportunity to write their homework assignments on a blank transparency instead of paper. In class the next day, the student becomes the teacher and "corrects and reviews" the homework assignment

for the day using his or her transparency. I have found that even less motivated students do a better job when using this technique.

12. **Daydreams:** Ask students to project ten years into the future. They have just landed their dream job and have enough money to do things they have always wanted to do. Ask them to make a list of 5 (more for advanced levels) things they will be doing ten years from now.

13. **Party Time:** Have students write an invitation to a party they are having at their house. Themes may include one of the following: birthday, anniversary, baby shower, bridal shower, pizza party, holiday celebration.

14. **Editor's Choice:** Give each student a different picture collected from magazines and/or newspapers. Ask students to write a 3 sentence caption for the picture.

Lynn Sessler Schmaling
Clovis Grove Elementary
Menasha, WI

Teacher to Teacher

Katakana In Australia & New Zealand?

For many Japanese, travel to Australia and New Zealand during the winter holidays has become popular. What follows are two katakana worksheets that refer to a tourist brochure advertising trips to Australia and New Zealand. The activities are designed for katakana review through a descriptive introduction of the geography and lifestyle of Australia and New Zealand.

These reading and writing activities can lead to related speaking and listening activities. For example, teachers can help students at the beginning or intermediate levels to generate a dialogue between a travel agent and a potential customer by using the theme and content of these worksheets and relating them to the grammar and vocabulary the class is studying. Cultural knowledge such as the Japanese addiction to package tours, traveling in groups, and allegiance to the tour leader bearing the group flag could add humor to role plays or any other performance activities. Listening activities can also be developed from these worksheets in which students must listen to the various options and choose the packages they want. Finally, the same kind of katakana worksheets can be developed for tours to other countries. Have students make them! Authentic materials can be used to provide valuable practice with some of the most basic elements of the language. With a little imagination, katakana "drills" don't have to be repetitive or boring!

Chris Thompson
Towa-cho, Iwate-ken
Japan

VITA
ヴィータの市内観光
SIGHTSEEING

見どころ満載、ヴィータが選んだ市内観光。

★印はバスから降りて入場・入館します。
■印はバスから降りて観光します。
●印はバスの中から観光します。
※市内観光は季節や現地状況により変更される場合があります。
※祝祭日には美術館等に入場できない場合があります。
※コースによっては、他のお客様とご一緒になる場合があります。

オーストラリア

●シドニー市内観光
●キングスクロス
■ミセス・マッコリーズ・ポイントまたはドウズ・ポイント
■オペラハウス
●ロックス
●ハーバーブリッジ
■ミルソンズポイント
●シドニー市内とコアラが抱けるオーストラリアン・ワイルドライフパーク観光と記念写真プラスされます
★オーストラリアン・ワイルドライフパーク(コアラを抱いて記念写真撮影)
●ブリスベーン市内とコアラが抱けるローンパインコアラ保護区観光
●ブリスベーン・ダウンタウン
★ローンパインコアラ保護区(コアラを抱いて記念写真撮影)
■エスプラネード(サーファーズ・パラダイス)
●メルボルン市内観光
●ビクトリア・マーケット
★聖パトリック教会
★フィッツロイ・ガーデン(キャプテンクック・コテージ)
★オリンピック・スタジアム(メルボルン・クリケット・グラウンド)
●ビクトリア・アートセンター
■戦争記念館
●フィリップ島ペンギンパレード観光
■コアラ保護地区
■シールズ展望台
■サマーランドビーチ(ペンギンパレード鑑賞)
●パース市内とフリーマントル観光
■モンガー湖
■キングスパーク
■西オーストラリア大学
■フリーマントル
■ミント(造幣資料館)
●コフヌワイルドライフパーク&バイオニアワールド観光(コアラを抱いて記念撮影)
●ダーウィン市内観光
■スミス・ストリート・モール
■知恵の樹
■中国寺院
★ボタニカルガーデン
★アートギャラリー
■アクアシーン(魚の餌付け)
★インド・パシフィック・マリーン(水族館)
■イーストポイント
●カカドゥ国立公園観光
■ノーランジーロック(アボリジニの壁画)
■イエロー・ウォーター・クルーズ
●アデレード市内とワラウォング・サンクチュアリー観光
■シティ・センター
■エルダー公園
■ライト展望台
●ファスティバル・センター
●州議会
●博物館
■グレネルグビーチ
★ワラウォング・サンクチュアリー

ニュージーランド

●オークランド市内観光
■マウント・イーデン
★オークランド博物館
●パーネル通り
★ケリータルトン水族館
■バスチョンポイント
●タマキ通り
●ハーバーブリッジ
●ロトルア市内観光
★ファカレワレワ(マオリアートクラフトセンター、ポフツ間欠泉)
★レインボースプリングス
★レインボーファーム
■ガバメントハウス
●ロトルア湖
●クライストチーチ市内観光
●カンタベリー大学
★モナバール
■サイン・オブ・ザ・タカヘ
●ハグレー公園
●追憶の橋
★大聖堂(簡単なクライストチーチ観光の場合カンタベリー大学・モナベールがカットとなります。)
●クイーンズタウン市内観光
●ヘイズ湖
■アロータウン
★キウイ&バードライフパーク
★ボブズピーク(スカイラインゴンドラ乗車)
●簡単なクイーンズタウン市内観光
★ボブズピーク(スカイゴンドラ乗車)
★キーウィマジック

フィジー

●フィジー市内観光
■スリーピング・ジャイアンツ
★オーキッド・ガーデン
■ナンディ市街

タヒチ

●タヒチ島内観光
■発見の史跡
■ビーナス岬
■アラホホの潮吹き穴
★ゴーギャン博物館
■マラアの洞穴
■アヴァティア・リキュール製造所

ニューカレドニア

●ヌーメア市内観光
●アンスバタビーチ
■ウエントロの丘
★水族館
●レモン湾、ヨットハーバー
★博物館
●ココティエ広場
■F. O. Lの丘
●ポートビラ市内観光
●チーフナカマル
●イリリキ島
●政府官庁
■フレンチの丘
■メレ湾
★ミシュトシュキン・ギャラリー

ローンパインコアラ保護区

※各所要時間は、東京からの時間を目安として表わしています。
※交通により所要時間は異なります。

クライストチーチ

クイーンズタウン

フリーマントル パース

ペンギンパレード(フィリップ島)

ヴィータの市内観光

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ハッピー・ファミリー・ツアー

日本語
初級

なまえ：
ひづけ：

In recent years, Australia and New Zealand have become popular travel destinations for Japanese family vacations. Look at the attached travel brochure in preparation for an exciting trip to these island countries. Complete all sections in Nihongo unless otherwise stated.

Section 1. Using the map of Australia, write the names of the cities listed for each of the five states (州) below.

ノーザン・テリトリー

ア。_____
イ。_____
ウ。_____
エ。_____
オ。_____

西オーストラリア

ア。_____
イ。_____
ウ。_____
エ。_____
オ。_____

ニュー・サウス・ウエールズ州

ア。_____
イ。_____

クイーンズランド州

ア。_____
イ。_____
ウ。_____
エ。_____
オ。_____
カ。_____
キ。_____
ク。_____

南オーストラリア州

ア。_____
イ。_____

ビクトリア州

ア。_____

Section 2. Write the English meaning of the following kanji. (Hint: look at location on map.)

西：_____　　南：_____

Section 3. Write the names of the New Zealand cities listed on the brochure in ごじゅうおん (syllabarical) order in the spaces below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Section 4. In the section below, identify the country (and state if applicable) in which the following cities are located.

マウントクック：_____

アリススプリングス：_____

ダーウイン：_____

ワイトモ：_____

シドニー：_____

Section 5. Listed below are the names of five cities, each followed by an activity or an event. First, circle the name of the city on the map. Next, decide whether or not you'd like to reserve that tour. Write a one sentence explanation in English explaining your choice.

(city) : (activity, event, or both)

1。メルボルン： クリケットチャンピオンシップ

2。キャンベラ： ビクトリア・マーケット・ショッピングセンター

3。アデレード： カンガルーウオッチング

4。ミルソンズポイント： オーストラリアン・ワイルドライフ・パーク

5。ポートダグラス：オーシャン・フィッシング

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Section 6. Follow the instructions from Sec. 5 for these cities in New Zealand.

6。クイーンズタウン：ヘイズレイク、バンジージャンピング

7。ロトルア：レインボー・ファーム、マオリ・ダンシング

8。オークランド：マウントイーデン、マウンテンクライミング

Section 7. Of the cities you have learned about in this activity, which one would you most like to visit? Write the name of the city in katakana, followed by a one sentence explanation in English.

Section 8. Of the cities you have learned about in this activity, which one would you least like to visit? Write the name of the city in katakana, followed by a one sentence explanation in English.

オーストラリア／ニュージーランド
ツアー

日本語
中級

名前：
日付：

You are a travel agent helping a demanding client to plan a trip to Australia and New Zealand. Please answer your client's questions by referring to the tourist brochure provided. Complete all sections in Nihongo unless otherwise stated.

Section 1. Your client wants to know the names of the states (州) in which the cities listed below are located. Write the name of each state as it appears on the brochure. Include any kanji if necessary.

ブリスベーン：＿＿＿＿＿＿＿＿
ダーウイン：＿＿＿＿＿＿＿＿
パース：＿＿＿＿＿＿＿＿
アリススプリングス：＿＿＿＿＿＿＿＿
メルボルン：＿＿＿＿＿＿＿＿
アデレード：＿＿＿＿＿＿＿＿

Section 2. Your client wants to know what kind of activities are available once she arrives in Australia. Ten optional packages for Australia are listed below. Consult your brochure to determine the city in which each tour package is available. Write the name of each city in the space provided. HINT: The circular headings mark the names of the cities in which the activities marked by the square headings are located.

一。西オーストラリア大学日本語キャンプ ＿＿＿＿＿＿＿＿
二。オリンピックスタジアム　ツアー。 ＿＿＿＿＿＿＿＿
三。サマーランド・ビーチ　ペンギンパレード ＿＿＿＿＿＿＿＿
四。ビクトリアマーケット　ショッピング　ツアー ＿＿＿＿＿＿＿＿
五。キングズパークでオーストラリアン・バーベキュー ＿＿＿＿＿＿＿＿
六。グレネルグビーチでカンガルーウオッチング ＿＿＿＿＿＿＿＿
七。オーストラリアン・ワイルドライフ・パーク ＿＿＿＿＿＿＿＿
八。イーストポイントでヨットレースを見る ＿＿＿＿＿＿＿＿
九。ノーランジーロック　アボリジニ・フェスチバル ＿＿＿＿＿＿＿＿
十。イエロー・ウォーター・クルーズ ＿＿＿＿＿＿＿＿

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WHAT'S GOOD? WHAT'S NEW?

Each spring we send our subscribers an updated list of Resources for Teachers of High School Japanese. This is a listing of materials recommended by Japanese language teachers which, of course, means you! Please fill out the forms below with information on material you would like to recommend to other teachers. Information on new materials is particularly welcome. If you have more than two items to recommend, use additional paper or copy this form. Please return this by March 21, 1996, to Barbara Shank, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Thank you for your help!

Title: _____

Author/publisher _____

Date of Publication _____ Number of Pages _____ Price: _____

Description/Comments: _____

_____

_____

Supplementary or related materials, if any: _____

_____

Available from: _____

****

Title: _____

Author/publisher _____

Date of Publication _____ Number of Pages _____ Price: _____

Description/Comments: _____

_____

_____

Supplementary or related materials, if any: _____

_____

Available from: _____

****

Your Name: _____

School or Organization: _____

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Section 3. Your client is athletic, enjoys nature, and is quite a sailer. From the selections listed in Section 2, recommend five activities that match her interests.

1. _____

2. _____

3. _____

4. _____

5. _____

Section 4. Six optional packages for Australia are listed below. Consult your brochure to determine the city in which each tour package is available. Write the name of each city in the space provided.

一。カンタベリー大学日本語キャンプ _____
二。ヘイズ湖（レイク）でバンジージャンピング _____
三。レインボー・ファーム　マオリ・ダンシングツアー _____
四。マオリ・アートクラフト・センターでッショッピング _____
五。キーウィマジック（ヨット）を見る _____
六。キウイ&バードライフ・パーク _____

Section 5. Your client may be traveling with a friend. He is a dare devil, likes languages, and enjoys bird watching From the selections listed in Section 4, recommend three activities that match his interests.

1. _____

2. _____

3. _____

What kind of activity might interest you client in New Zealand? Don't repeat any of the answers you used for 1-3.

4. _____

Section 6. Your client wants to talk cost. Use the cost chart below to answer her questions. Your company sells trips to Australia and New Zealand that include room and board at three levels of accommodations. All trips go through Melbourne, Australia. The cost of each special activity package such as those listed above is ¥10,000.

VITA
ヴィータの市内観光
SIGHTSEEING

	メルボルン滞在 5・6・7日間								
	スタンダード			スーペリア			デラックス		
	5日間	6日間	7日間	5日間	6日間	7日間	5日間	6日間	7日間
AXESS用	J3O155	J3O156	J3O843	J3O844	J3O845	J3O846	J3O157	J3O158	J3O847
A	144,000	151,000	158,000	152,000	161,000	170,000	160,000	171,000	182,000
B	156,000	163,000	170,000	164,000	173,000	182,000	172,000	183,000	194,000
C	174,000	181,000	188,000	182,000	191,000	200,000	190,000	201,000	212,000
D	182,000	189,000	196,000	190,000	199,000	208,000	198,000	209,000	220,000
E	190,000	197,000	204,000	198,000	207,000	216,000	206,000	217,000	228,000
	203,000	210,000	217,000	211,000	220,000	229,000	219,000	230,000	241,000
	255,000	262,000	269,000	263,000	272,000	281,000	271,000	282,000	293,000
	263,000	270,000	277,000	271,000	280,000	289,000	279,000	290,000	301,000
	10,000	12,000	14,000	12,000	14,000	16,000	14,000	16,500	19,000
	434,000	437,000	440,000	437,000	441,000	445,000	442,000	447,000	452,000

Cost Chart Key

A: Tips to Australia including stops in three cities.
B: Trips o New Zealand including stops in three cities.
C: Trips to Australia and New Zealand in six cities.

1.) How much is a "Standard" 7 day trip to Australia and New Zealand?

_____

2.) How much is a 7 day trip to Australia and New Zealand if staying in a Renaissance Hotel in each city? _____

3.) What would a business class rate be for a 6 day stay in New Zealand?

_____

4.) Your client can't decide on a package, but wants to go on a trip with her friend for ¥180,000 per person. Please recommend a tour package that includes a tour course, and an itemized options sheet below that totals the exact amount per person.

ツアー・コース名 _____ コスト¥_____
オプション_____ コスト¥_____
オプション_____ コスト¥_____
オプション_____ コスト¥_____
オプション_____ コスト¥_____
(Total)
合計 ¥_____

* BONUS POINT! What is the approximate flight time from Osaka to Melborne? _____

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Ten Years Ago at JLTN

With this issue of the JLTN Quarterly we begin reprinting short articles originally published in the *JLTN Newsletter* exactly ten years ago. Many of the ideas from these early issues remain remarkably fresh. The following are from Volume 1, Number 1 of the *Newsletter*, dated February 1986.

Create Interest in Japanese Before You Start Your Program

Teachers at several schools have expressed interest in starting a Japanese language class but are waiting for administrative approval or until they get the necessary credits for certification to teach the language. At Bloomington High School, we formed a Japan Club a full two years before we actually began teaching the language. At Japan Club meetings, we learned simple expressions in Japanese, played Japanese games such as *karuta*, and saw movies and slides on Japan. Three or four times a year we would meet in the home economics kitchen and prepare a Japanese meal together, such as sukiyaki, curry-rice, tempura, or even just ramen. At a local art fair, we sold origami and also bookmarks with the purchaser's name written in *katakana*. We took a field trip to Chicago and visited a Japanese restaurant, grocery store, and book store. And of course, there were volleyball games against other clubs.

Japan Club has always been a small but very active club. Coverage in the yearbook and space in the morning announcements surely caused some students to think more about Japan than they would have otherwise, and it surely contributed to the large enrollment in Japanese I, offered for the first time this year.

Anything that helps to raise interest in Japan and Japanese in the community may pay off when it comes to getting a course approved and then finding enough students to make it a "go". Two years ago, my wife and I contacted the local adult education office and set up evening shortcourses in basic Japanese conversation. (A teaching certificate is not required for adult education.) As an additional benefit, I found that I could later use many of the materials that I developed for the evening course in my regular high school course.

Cliff Darnall
(JLTN Newsletter 1:1 Feb. 1986)

A Creative Classroom Activity

Students receive a printed copy of "Mitsuko's weekly desk calendar" which will have the days of the week and dates in *kanji*. Different activities will be listed under each date. Students will be asked questions on these. This activity gets students accustomed to reading days and dates in *kanji*.

Joan Monego
(JLTN Newsletter 1:1 Feb. 1986)

On Writing for the JLTN Quarterly

Out of sheer necessity most Japanese teachers create materials and invent activities in the process of becoming seasoned teachers. In the absence of the perfect textbook and sufficient supplementary materials, teachers have to create many of their own teaching materials. We believe that the exchange of these ideas and materials among teachers is essential to improving the quality of teaching, the morale of teachers, and ultimately the reputation and security of our Japanese programs. The *JLTN Quarterly* offers one forum for the exchange of these ideas and materials. We welcome you to submit articles, materials and ideas in several categories, including:

1. **The Big Picture.** These are complete, contained lessons with clear objectives and easy-to-use activities, often including authentic materials. While Chris Thompson, CITJ Associate Director, is our guru and regular contributor in this category, we like to include one of these from another teacher in each issue.

2. **In a Matter of Minutes: Ideas for Busy Teachers.** A new feature beginning in this issue with "Fashion Show" by Carol Bond, these are single teaching activities that can be described briefly and carried out easily in a classroom. They are engaging to students and have a clear purpose to further the goals of units that are already planned. The ideas may come from friends, colleagues, books or even your students. There must be hundreds of these being used in classrooms around the country each day. Submit them by the dozen if you like. We will select them for clarity, originality, and above all, effectiveness as teaching tools.

3. **Informational/Inspirational articles.** These articles might describe a way in which your department, school, or Japanese teachers organization successfully tackled a problem common to Japanese programs. It is an opportunity to brag a little about your students, colleagues, or organization, and to inspire others to try something similar.

4. **Reviews.** Good books, textbooks, readers, dictionaries and software deserve to be recognized, and hard working Japanese teachers deserve to know about them. Reviews can be long, detailed analyses (we always reserve the right to edit!) or brief descriptions of the item. We generally reserve our space for materials that are highly recommended by a teacher who uses them.

5. **Announcements and Employment Notices.** There is no charge for having your announcements and employment notices printed in the *JLTN Quarterly*. We select what to include on the basis of its relevance to secondary level Japanese language teachers and programs.

6. **Letters.** Occasionally we receive a letter, e-mail or fax that doesn't fit into any category but that we think should be shared with readers. With the writer's permission we may print it simply as a letter.

So, when ideas strike, great or small, think of us and your fellow teachers across the country. Send them to Barbara Shenk, JLTN Quarterly, University High School, 1212 W. Springfield Ave., Urbana, IL 61801 Tel 217/244-4808 Fax 217/333-4064 e-mail bshenk@uni.uiuc.edu

New Resources

Tune In Japan: Approaching Culture through Television is a video which utilizes actual Japanese television footage to present short, thematic study units on Japan. The video explores three themes: 1) How geography shapes culture, 2) How Japan's cultural identity evolved and is reinforced, and 3) How Japan's culture continues to evolve. It is designed primarily for use in middle schools, but can easily be adapted for use in other grade levels. Video (50 min.) and Teacher's Guide (163 pp.) are available for $69.95 from SC ETV Marketing, Box 11000 Columbia, SC 29211 Tel 803/737-3441 or 800/553-7752 Fax 803/737-3503. Call or fax for a free three week preview.

Curriculum Guides for Teaching Foreign Language in Elementary and Middle Schools are available in Japanese from the University of Denver. Based on TPR and The Natural Approach techniques, each unit includes warm-up phrases, text, vocabulary, worksheets, activities with extensions, and assessments. $25 each for Part I and Part II. Available from Eleanor R. Hoffman, Ph.D., Project Director, Department of Languages & Literatures, GCB 211, University of Denver, Denver, CO 80208. Tel 303/871-2169 or 871-2185 Fax 303/871-4555 E-mail ehoffman@du.edu

Summer of '96

Enrichment Opportunities for Teachers and Students

Ed. Note: This list is continued from the December 1995 issue. In addition to the following, please check back to the December issue for a more extensive list of opportunities.

The Center for Language Studies, now in its fourteenth year of operation at Beloit College, will conduct programs of intensive language and culture instruction from June 9 through August 9, 1996. The 1996 CLS offerings include beginning, intermediate and advanced Japanese and Chinese. The CLS also offers a program leading to a teacher certification minor in Japanese that is approved by the State of Wisconsin Department of Public Instruction. Financial assistance is available through a variety of CLS scholarships. The Center strives to make this program accessible to serious students from a wide range of financial circumstances. Application deadline is May 15, but decisions for financial assistance will be made by April 15, and acceptance to the program will be made as applications are received. It will be to the applicant's advantage to apply early. For more information contact Mark Wold, CLS Assistant Director at 608/363-2277, or Terance Bigalke at 608/363-2269, e-mail: cls@beloit.edu

High School in Japan is a five-week summer homestay program for students offered by the Center for Cultural Interchange. Participating students will attend high school as auditors while living with host families in the Kyoto/Osaka area. Students must be age 15-18, have some Japanese language ability, and average a "B" or higher in all classwork over the past three years. Program cost is $500 not including transportation. Application deadline is April 1, 1996. For more information contact Center for Intercultural Interchange, 42W273 Retreat Court, St. Charles, IL 60175-8299 Tel 708/377-2272 Fax 708/377-2307

The Fourth JFLC Summer Workshop for Secondary School Teachers of Japanese will be held at The Japan Foundation Language Center (JFLC) in Santa Monica. The course will provide participants with the opportunity to share ideas with other teachers, create lesson plans, simulate teaching, and evaluate their own teaching. The two session of the 9-day workshop will run June 18-27 and July 9-18. Scholarships are offered to cover full tuition, accomodations and 50% of airfare. In-service secondary school teachers of Japanese who reside in the U.S. or Canada are eligible to apply. Application deadline is March 31, 1996. For more information contact The Japan Foundation Language Center, 2425 Olympic Blvd. Suite 650E, Santa Monica, CA 90404. Tel 310/449-0027 Fax 310/449-1127.

Employment Opportunities

St. Mark's School of Texas, an independent college preparatory school for boys located in Dallas, Texas, is seeking a Japanese teacher for the 1996-97 school year. The study of Japanese is required of all boys at St. Mark's in grades three through six and is currently an option through the ninth grade. The program will expand to grade twelve by 1998. Candidates should have native or near-native fluency in Japanese and be willing to teach both Middle and Upper School. An M.A. in Japanese, first-hand knowledge of Japanese culture, and teaching experience are preferred. Applicants should send their resume to: Mr. Arnold Holtberg, Headmaster, St. Mark's School of Texas, 10600 Preston Road, Dallas, Texas 75230-4000.

The Eau Claire Area School District seeks a high school level teacher of Japanese, who is certified or certifiable as a teacher of Japanese by the Wisconsin Department of Public Instruction. The Eau Claire Area School District is one of the fastest growing, most progressive, and better paying school districts in the state of Wisconsin. If interested, call 715/833-5506 to obtain an application.

Employment Sought

Satoko Ide seeks a position teaching Japanese at the primary, secondary, or college level. Ms. Ide holds an M.A. in Teaching English to Speakers of Other Languages (TESOL) from the University of Northern Iowa and a B.A. in English with teaching certificates for English and Japanese from Kansai Gaidai University in Osaka, Japan. She is currently a Japanese instructor at the University of Northern Iowa. Ms. Ide has experience as a teaching assistant in Japanese at UNI, a Japanese tutor to Americans at Kansai Gaidai, and as an English instructor in Osaka. Contact Satoko Ide, 323 South Francis Street, Cedar Falls, Iowa 50613, Tel and Fax 319/266-6350, e-mail ide@uni.edu

Announcement

➢ The ERIC Clearinghouse on Languages and Linguistics invites you to submit papers, reports, curricula or other materials for inclusion in the ERIC database. Submissions should be sent to: Acquisitions Coordinator, ERIC/CLL, 1118 22nd Street NW, Washington, DC 20037
Tel 202/429-9292 E-mail eric@cal.org

Correction

Blackbelt Japanese, a software program reviewed in the December 1995 *Quarterly*, is available from Rising Wave, which has a new address: Rising Wave, Inc., 2800 Woodlawn Drive, Suite #265, Honolulu, HI 96823. Tel 800/707-1768 or 808/539-3780 Fax 808/539-3779. Rising Wave, however, handles only private sales. The exclusive distributor for *Blackbelt Japanese* for the education market is The Bess Press, which also handles all inquiries into the product. Contact The Bess Press, P.O. Box 22388, Honolulu, HI 96823. Tel 800/910-2377 or 808/734-7159 Fax 808/732-3627 E-mail besspr@aloha.net

Special Thanks

Charles A. James III

The Japanese Language Teachers Network Quarterly is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333-4064. e-mail: bshenk@uni.uiuc.edu or cbond@uni.uiuc.edu.

The Japanese Language Teachers Network Quarterly is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign.

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JLTN QUARTERLY

日本語教師ネットワーク

JAPANESE LANGUAGE TEACHERS NETWORK

A publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ)

Vol. 11 No. 3 May 1996

Lessons Learned, Forgotten, and Learned Again

Have you ever heard the phrase "lifelong learner?" As teachers of a foreign language, we are almost automatically enrolled in the school of lifelong learning. Depending on our background or training, we are all trying to learn the language, the culture, effective methods of teaching, classroom management techniques, and strategies for motivating young learners.

We all have our own reasons for becoming teachers. I'll admit that I became a teacher because I really liked school as a child. I just couldn't imagine not being in school all my life! And I haven't been disappointed. Every year that I have taught I have learned from my colleagues, from my students, from new materials and methods that have come along, from the conferences and meetings I've attended, and from the journals and newsletters I've read. Just as there are some lessons about life that we learn from just living, there are lessons we learn and relearn from just teaching. Here are some of mine.

Lesson 1: There is NEVER enough time to do what I had hoped to do. Why am I surprised that I find myself trying to cram a movie, a cooking project, a field trip, and relative clauses into the last three weeks of school? Maybe next year...

Lesson 2: Kids have a life outside of foreign language class. Setting aside for a moment jobs, hobbies, sports, romance, cars, friends, and spring fever, there are things happening in the lives of kids that are tough to deal with. Two disruptive students in my first-year class are preoccupied with greater worries. One has a gravely ill father, the other is in the midst of a bitter family dispute. This doesn't mean that I shouldn't continue to try to motivate and teach them; to require that they turn in homework on time; and to insist that they participate. It means that I may need more patience, good humor and compassion than I sometimes realize.

Lesson 3: Journals, conferences, and electronic mail are wonderful, but there is NOTHING like getting together with one or two other teachers for a heart-to-heart talk about teaching.

Lesson 4: Homework's got to count. I have tried all different approaches to homework and the conclusion is still the same: Students need to know that I believe that it is important that they do their homework. This doesn't mean I'm going to grade every word of it. But it WILL count!

Lesson 5: Students can learn a lot by working together. Not that many years ago, I simply never permitted this. Now, I look for ways to make this happen. Cooperative learning activities, peer editing, paired work, small group work, joint compositions have become a regular feature of my classes. Whenever I hear myself doing too much talking, I sometimes have to relearn this lesson.

Lesson 6: Students love to play games in class and will do almost anything I ask of them if it's put into the form of a game. Keeping score may not matter to me, but it really matters to them!

Lesson 7: If my students are acting bored, it could very well be that I too am bored. Yes, it does happen. I sometimes find myself droning on and on with some repetitive exercise, and realize that I haven't even been paying attention to the answers. What a feeling of freedom and power it is to say "I'm bored! Let's quit this and do something else!" The students cheer up and so do I, and I usually find that whatever activity we do next is much more successful! After a while, we all stockpile a few of these filler activities that we can turn to on the spur of the moment.

Lesson 8: It is useful to keep up with current movies, TV shows, or sports news. The boys in my third year class think that I am positively awesome because I can come in and talk about how many points Michael Jordan scored in last night's game, or if I ask them whether or not the Knicks can overpower the Bulls in the playoffs. (They didn't!)

Lesson 9: Teachers can have a longlasting and powerful influence on the lives of their students. I have never quite forgiven a certain 8th grade music teacher who made it quite clear that the greatest contribution I could make to the choral program was not to sing. And I usually don't. Recently, I sang a little tune in my first year class, just to be silly. Much to my surprise, my students said, "You can sing! Why did you tell us you can't sing?" Every once in a while, I will bump into a student who was in my class 20 years ago. Almost every time, the student will remember something I said or did, or will recall a favorite classroom activity or even a bit of mischief. I believe that all of us can remember a teacher who influenced our lives and perhaps our careers.

These are some of the lessons that I have learned, forgotten, and learned again in a continuing cycle throughout the years. I would love to learn more lessons from you!

Carol Bond
Director, CITJ

Teacher to Teacher

A sense of humor is one of the most important assets in any kind of human interaction. It's with humor in mind that I want to introduce the following language activities. Without a sense of humor neither of the authentic materials would have been generated by the individuals involved.

The first worksheet is based on a "meal record" compiled last year by a Towa woman during a trip to the United States. I've created two sets of worksheets using Yuko-san's list. While each set is targeted at different levels of ability, the content of both focus on finding information about American food written by Yuko-san in *katakana*. The beginner level worksheets ask questions in English, while the intermediate worksheets require the student to read questions in *kana* and *kanji*. Because the *kanji* is repetitive, and the required tasks straightforward, students should be able to tackle either worksheet with minimal intervention from the teacher.

The second set of worksheets are based on "Teacher Data Charts" created by pupils in a Towa school. Both sets require a student to find information on the Teacher Data Sheets to answer questions and make judgements about the teachers listed. This requires knowledge of a few select "*i*" and "*na*" type adjectives listed in the directions, and a minimal number of *kanji*.

The intermediate level worksheet assumes that students know how to use the adverb "*ichiban*," meaning "most," and that they will be willing to try their hand at writing new *kanji*. The *kanji* reoccur, so shouldn't pose a problem after the first encounter.

I hope that you find these worksheets useful as you finish out the school year.

Chris Thompson
Towa-cho, Iwate-ken
Japan

2週間の食事の記録

	〈朝〉	〈昼〉	〈夜〉
11/1 (水)	スライスビーフ (機内) サラダ コーヒー	カップメン クッキー レモネード	ポーク・野菜・ジュース コーヒー・パン
2 (木)	ワッフル・いちご ジュース・ベーコン	(クリントンキッチン) ハンバーガー フレンチフライ シェイク	(歓迎ディナー) サンドイッチ・ゼリー クッキー・コーヒー
3 (金)	シリアル・牛乳 ジュース	(ミドルスクール) ホットドッグ・クッキー チーズ・牛乳・サラダ・フルーツ	(ハイスクールバラエティショー)※ スパゲティ・ガーリックパン ジュース
4 (土)	ドーナツ・トースト 玉子・ベーコン・ジュース	(ピザハウス) ピザ2種・サラダ数種コーラ	ローストビーフ・ポテト・人参 パン・かぼちゃ・ライス(デザート)
5 (日)	モンキーブレッド コーヒー・玉子	(教会で)※ ポーク・ポテト・コーヒー・野菜	(アップルバーン)※ アップルパイ・サイダー アイスクリーム
6 (月)	フレンチトースト 玉子・ジュース・コーヒー ベーコン	(ミドルスクール) ポテトチップス・ミートソース・パン チーズ・フルーツ・牛乳	16:00 (ピザハウス) ※19:30 アイスクリーム　サンドイッチ 紅茶
7 (火)	オートミール・ベーコン ジュース・パン	(ミドルスクール) カツ・豆とソーセージの煮物 フルーツ・パン・牛乳・ポテト	(交換パーティー ポットラック) ラザニア・ポテトグラタン スパゲティ・サラダ・ゼリー・ケーキ
8 (水)	シリアル・コーヒー 牛乳・ジュース・マフィン	ピザ (ミドルスクール) ジュース	(ステーキハウス) テリヤキステーキ・サラダ・コーヒー
9 (木)	スクランブルエッグ ベーコン・マフィン・コーヒー	(バーガーショップ) ハンバーガー・シェイク フレンチフライ	(先生たちとディナー) ワイン・サラダ・スープ シュリンプフライ・コーヒー
10 (金)	オートミール・ジュース コーヒー・ベーコン	(シカゴ マクドナルド) フィレオフィシュ・スプライト フレンチフライ	コーヒー・ハム・パン かぼちゃ・ポテト・サラダ
11 (土)	(ハイスクール食堂)※ パンケーキブレックファースト ソーセージ・コーヒー	(イタリアンレストラン) サラダ・アルフィ・パン・テラミス	(よし子さん一家と) 昨日と同じ のりまき・あられ
12 (日)	パン・ジェリー コーヒー	(教会でサンクスギビングディナー)※ ターキー・ポテト・コーン・サラダ ケーキ・コーヒー・ゼリー	かぼちゃ・ハム えびフライ・ジュース・コーヒー (お別れアイスクリームパーティー)
13 (月)	マフィン・コーヒー ジェリー・シリアル 牛乳		

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ホームステイ食事(しょくじ)の記録(きろく)

朝食(ちょうしょく)　昼食(ちゅうしょく)　夕食(ゆうしょく)

日本語
初級

なまえ：
ひづけ：

The following activity is based on a "meal record" actually taken by Yuko Monma, a member of a Japanese student group who traveled to the United States for two weeks during the month of November in 1995. Use the enclosed copy of Yuko's actual meal record to complete the following exercises.

Section 1. What did Yuko eat on the plane? Write your answer in katakana below. Hint: 機内(きない) means "on the plane".

1) What vegetable dish did Yuko eat for breakfast? _____
2) What did Yuko eat for dessert at lunch? _____
3) What did Yuko drink for lunch? _____
4) What kind of meat did Yuko eat for dinner? _____
5) What else did Yuko eat for dinner? _____

Section 2. Answer the following questions in English. Underlined words in the meal record indicate the location where Yuko ate a particular meal.

1) Name three items Yuko ate for breakfast on 11/2?

_____ _____ _____

2) Name two items Yuko ate with her burger for lunch on 11/2?

_____ _____

3) What main food did Yuko eat for dinner on 11/2?

_____

4) Where did Yuko have dinner on 11/8?

_____

5) Where did Yuko have lunch on 11/9?

_____

6) Name the two foods and one drink Yuko had for lunch on 11/9.

_____ _____

Section 3. To answer the following questions, write the meal in hiragana. If necessary look at the heading on the first page of this exercise for help.

1) For which meal did Yuko eat an Italian dish on 11/3? _____
2) For which meal did Yuko eat pizza on 11/4? _____
3) For which meal did Yuko eat sandwiches on 11/6? _____
4) For which meal did Yuko eat shrimp fries on 11/9? _____
5) For which meal did Yuko eat turkey on 11/12? _____

Section 4. Answer the following questions in katakana?

1) What did Yuko drink most often for breakfast during her two week trip?

_____

2) Name three desserts that Yuko ate during her trip.

_____ _____ _____

3) From the breakfast items that Yuko had during her trip, name one (or two) food items and one drink item that you'd like for breakfast.

_____ _____ _____

4) How many times did Yuko have lunch at the middle school?
_____ (Write the correct number using Arabic numerals.)

5) Find the names of six more restaurants where Yuko ate either lunch or dinner. Write the restaurant names in katakana and the English equivalent below them.

_____ _____
_____ _____

_____ _____
_____ _____

_____ _____
_____ _____

ホームステイ食事の記録

朝食　　昼食　　夕食

日本語
中級

なまえ：
ひづけ：

The following activity is based on a "meal record" actually taken by Yuko Monma, a member of a Japanese student group who traveled to the United States for two weeks during the month of November in 1995. Use the enclosed copy of Yuko's actual meal record to complete the following exercises.

Section 1. 優子さんは機内で何を食べましたか？ Write your answer in katakana below. Hint: 機内 means "on the plane".

優子さんは.....

1) 朝食の時何の野菜料理を食べましたか？ _____
2) 昼食の時に何のデザートを食べましたか？ _____
3) 昼食の時に何を飲みましたか？ _____
4) 夕食の時食べたお肉は何でしたか？ _____
5) 夕食の時お肉の他に何を食べましたか？ _____

Section 2. Answer the following questions in English. Underlined words in the meal record indicate the location where Yuko ate a particular meal.

1) １１月２日の朝食の時に出た３つの料理は何ですか？

_____ _____ _____

2) １１月２日の昼食に出た２つの料理は何ですか。

_____ _____

3) １１月２日の夕食で何を食べましたか。

_____

4) １１月８日の夕食はどこで食べましたか。

_____

5) １１月９日の昼食はどこで食べましたか？

_____

6) 優子さんが１１月９日の昼食で食べた２つの物と飲み物は何でしたか？

_____ _____ _____

Section 3. To answer the following questions, designate the meal in kanji. If necessary look at the heading on the first page of this exercise for help.

1) For which meal did Yuko eat an Italian dish on 11/3? _____
2) For which meal did Yuko eat pizza on 11/4? _____
3) For which meal did Yuko eat sandwiches on 11/6? _____
4) For which meal did Yuko eat "Shrimp Fries" on 11/9? _____
5) For which meal did Yuko eat turkey on 11/12? _____

Section 4. Answer the following questions using katakana.

1) 優子さんがアメリカで朝食の時に一番多く飲んだ物は何ですか。

_____

2) アメリカで優子さんが食べたデザートを3つ書いてください。

_____ _____ _____

3) 優子さんのホームステイで出た物の中で自分も明日朝食の時に家で食べたいと思う物を1つ（か2つ）そして飲みたいと思う物を1つ書いてください。

_____ _____ _____

4) 優子さんはミドル・スクールで何回食事をしましたか？

_____ (Write the correct answer using Arabic numerals.)

5) 優子さんがアメリカで食事をしたレストランを6つ書いてください。

_____ _____

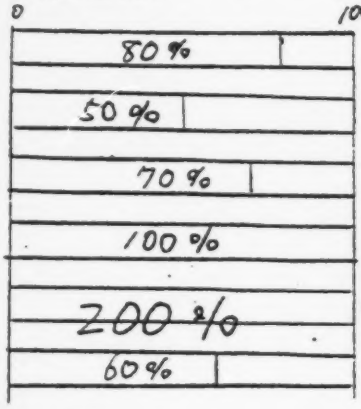
_____ _____

_____ _____

先生方(がた)の調査書(ちょうさしょ)

(佐々木(ささき))

Mrs. SaSaki's Data だよぅ〜ん!



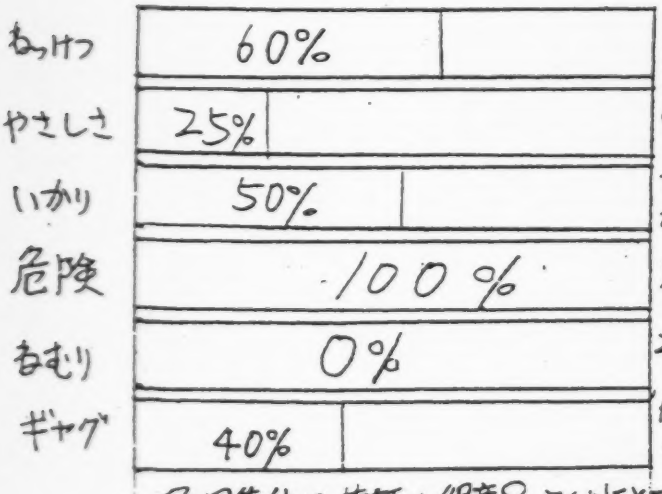
いつも授業はまじめにやる。でも時々見ぬきをしてくれるので楽しい時もあったなあー。Sometimes 優しい。
Sometimes こわーいぞー。
いかった時はちょーこわい。みんなの視線は机のほうに・・・。
先生はいつも自分でのどがいたいとか言ってるから近づくとヤケドするぜ!!
いつもストーブのそばでウトウト・・・
たまに言うギャグ! しらける時もあれば大うけの時もあり。ギャグのレベルは私の方が上だ〜〜。

密着調査の報告
先生ばのぞみちゃん""わたるくん""ダンチャン"の話をするときはいつも楽しそうに話す。家族がえんまん"な様子がうかがえる。

調査人 by KEN

(多田(ただ))

TADA先生のデータです。 チェックマンは N.A?



技術のセンセは ネッケツマンです
あまりやさしくないと思う
TADA KIれるには しょっちゅうおこる ←としをかんがえろ
危険すぎて言えません
24時間おきてそう
たまに いうけど けっこうつまんない

多田先生は英語が得意? よくNEXTページという

(調査書ページ1)

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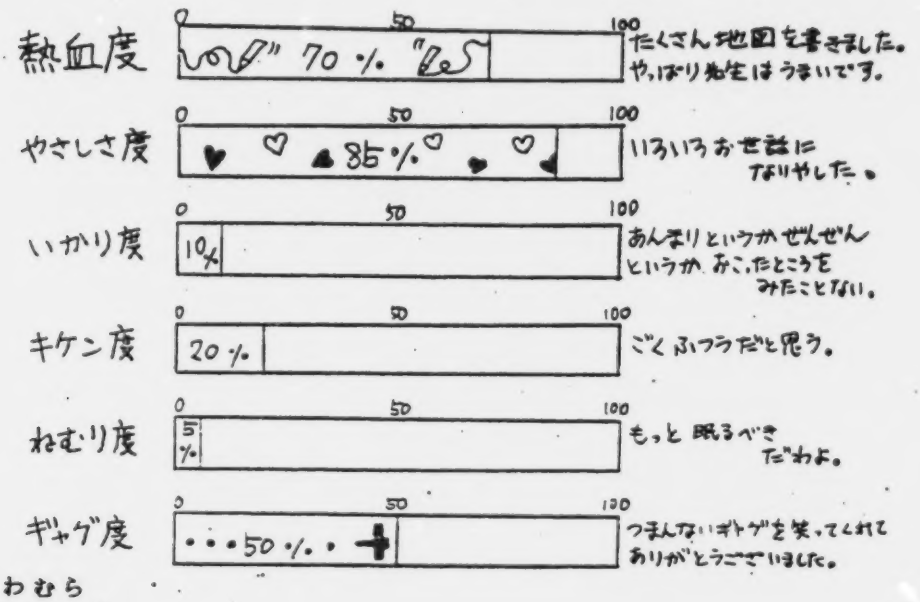
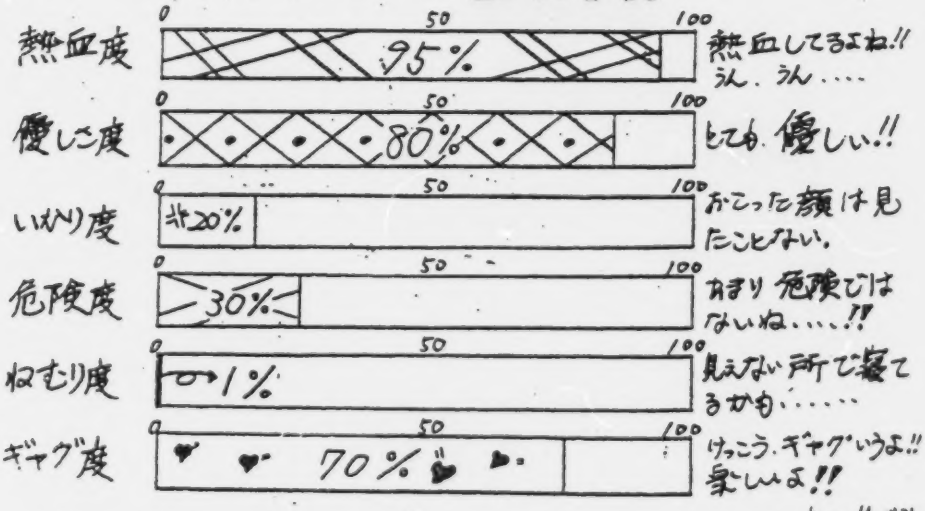
先生方(がた)の調査書(ちょうさしょ)

(松原(まつばら)) 松原先生 データ



(川村(かわむら)) 川村先生の Data



川村先生は私達にとって"パパ"みたいな存在でした。 by めぐみ

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先生方の調査書

日本語
初級

名前：
日付：

The "Teacher Data Charts" accompanying this worksheet appeared in the March, 1996 yearbook of a school in Towa-cho. They are intended as a fun way to highlight the personal qualities of teachers who taught students in the graduating class. Study the vocabulary below and the Teacher Data charts provided before attempting the following exercises.

熱血（度）：Degree of charisma.
優しさ（度）：Degree of kindness.
いかり（度）：Degree of anger when mad.
危険（度）：Degree of intimidation when approached.
ねむり（度）：Degree of sleepiness caused.
ギャグ（度）：Degree of successful jokes.

Section I. After consulting the Teacher Data Charts, write (in hiragana) the name of the teacher who best fits the description provided. Each teacher's name should be followed by the suffix "sensei", also written in hiragana.

1. Which teacher is the kindest? _____
2. Which teacher has the most charisma? _____
3. Which teacher tells the best jokes? _____
4. Which teacher gets mad the easiest? _____
5. Which teacher is the most intimidating? _____
6. Which teacher is the least intimidating? _____
7. Which teacher is the least dangerous? _____
8. Which teacher looks the sleepiest? _____

Section II. Provide English answers in short answer form for the following questions.

1. Which teacher's class would you most like to be in? Why?

2. Which teacher's class would you least like to be in? Why?

Section III. Review the meanings of the following adjectives (おもしろい、つまらない、あぶない、こわい、いい) Then, associate these adjectives to the data chart characteristics listed below.

EX: ギャグ度１００％： おもしろい

1。熱血度１００％： _____

2。ギャグ度１０％： _____

3。いかり度８０％： _____

4。危険度８５％： _____

Section IV. By referring to the data charts, determine whether the following statements are true (O), or false (X). Write your answer in the space provided.

1。川村先生は優しい先生です。 _____

2。佐々木先生はいい先生です。 _____

3。多田先生はおもしろい先生です。 _____

4。松原先生はこわい先生です。 _____

5。佐々木先生はおもしろい先生です。 _____

6。多田先生はあぶない先生です。 _____

Section V. (OPTIONAL) Using the Teacher Data Charts from Towa-cho as an example, create a data chart for two of your favorite teachers. Fill in the teacher's name and the bar graph in the space provided. Remember, the point of this activity is to have fun, not to be rude.

名前：			
熱血度	0	50	100
優しさ度	0	50	100
いかり度	0	50	100
危険度	0	50	100
ねむり度	0	50	100
ギャグ度	0	50	100

名前：			
熱血度	0	50	100
優しさ度	0	50	100
いかり度	0	50	100
危険度	0	50	100
ねむり度	0	50	100
ギャグ度	0	50	100

先生方の調査書

日本語
中級

名前：
日付：

The "Teacher Data Charts" accompanying this worksheet appeared in the March 1996 yearbook of a school in Towa-cho. They were intended as a fun way to highlight the personal qualities of teachers who taught students in the graduating class. Study the vocabulary below and the Teacher Data charts provided before completing the following exercises.

熱血（度）：Degree of charisma.
優しさ（度）：Degree of kindness.
いかり（度）：Degree of anger when mad.
危険（度）：Degree of intimidation when approached.
ねむり（度）：Degree of sleepiness caused.
ギャグ（度）：Degree of successful jokes.

Section I. In the spaces provided below, write the name of the teacher who best matches the corresponding description. Write names in kanji followed by the suffix, "sensei" (also to be written in kanji).

1。 一番優しい先生はだれですか？ _____

2。 一番熱血度が高い先生はだれです？ _____

3。 一番ギャグが上手な先生はだれですか？ _____

4。 一番いかり度が高い先生はだれですか？ _____

5。 一番危険な先生はだれですか？ _____

6。 一番熱血が低い先生はだれですか？ _____

7。 一番危険度が低い先生はだれですか？ _____

8。 一番ねむり度が高い先生はだれですか？ _____

Section II. For questions 1 and 3, write the appropriate teacher's name in kanji. For questions 2 and 4, use "から" to explain why you want to be in that teacher's 組 or "class".

1。 あなたはどの先生の組に入りたいですか。 _____

2。 なぜですか？

3。 あなたはどの先生の組に入りたくないですか。 _____

4。 なぜですか？

Section III. Using the information provided, create a two sentence answer similar to the example below. In the first sentence, state which characterisitc the percentage indicates for that teacher. In the second sentence, describe the teacher based on the characteristic indicated by the percentage by using one of the following adjectives. (おもしろい、つまらない、あぶない、こわい、やさしい)

EX: 松原先生／２０％： 松原先生の危険度です。松原先生は優しい先生です。

1。川村先生／９５％： _____

2。佐々木先生／７０％： _____

3。多田先生／１００％： _____

4。松原先生／８５％： _____

Section IV. In one word or phrase, sum up the student comment about each teacher and characteristic listed below. EX: 松原先生の熱血度： うまいです！

1。川村先生の優しさ度： _____

2。佐々木先生のいかり度： _____

3。多田先生のギャク度： _____

4。松原先生のキケン度： _____

Section V. (OPTIONAL) Using the Teacher Data Charts from Towa as an example, create a data chart for two of your favorite teachers. Remember, the point of this activity is to have fun, not to be rude. Use the ます／です form to write one simple comment for each category in the right hand margin as in the samples provided.

名前：			
熱血度	0	50	100
優しさ度	0	50	100
いかり度	0	50	100
危険度	0	50	100
ねむり度	0	50	100
ギャグ度	0	50	100

名前：			
熱血度	0	50	100
優しさ度	0	50	100
いかり度	0	50	100
危険度	0	50	100
ねむり度	0	50	100
ギャグ度	0	50	100

In a Matter of Minutes: Ideas for Busy Teachers

Definition Game

To practice using the relative clause, make small cards and write a word on each card in Japanese (e.g. じしょ, カフェテリア、かばん、せんせい、etc....). Give each student a card and ask them to write a definition of their word. One student at a time will read their definition to the class. The rest of the students have to guess what the word is. As a warm-up before playing the game, ask the students if the word がくせい is a ひと、ところ、or もの. When they say ひと、ask なにをするひとですか。 Give a couple of examples with ところ and もの. Next, give the students the definition of a word, such as ほんを かすところです、 and let them guess what it is. This way, the students will know what they are supposed to do in this game.

Campus Tour Guide

The teacher will play the role of a native Japanese who came to the U.S. yesterday. The students play campus tour guides and show you around the campus. Depending on the level, you can ask students, としょかん は どこですか、としょかんで ビデオ が かりられますか、これ は なんですか、としょかんでは なにをしてはいけませんか, etc. Students take you to the cafeteria, gym, library, classrooms, etc. If you have too many students, make another group, and a student can play a native Japanese.

Shipwreck

This is a game for practicing だれのですか、あなたのですか、わたしのです、わたしのじゃありません. Divide the students into groups of five or six students. One member of each group becomes the captain of the ship (a desk). While the captain leaves the room, the rest put their personal belongings such as textbooks, watches, necklaces, etc. onto their ships. The captain returns. You will tell the students: "We are on the boat. Oh, oh, there is a big storm coming. Bang! Bang! All your belongings have been scattered, and the captain has collected them." The captain must find the owners of the items by asking, あなたのですか。 The captain asks three passengers, and if he/she cannot find the owner at this point, asks だれのですか。The captain eventually finds the owner, and says どうぞ while handing the item to the passenger, who says どうもありがとう. If necessary, you can begin by demonstrating this game with a group. Once all the items are returned to the owners, a new captain is chosen and the activity is repeated. Students find this activity pretty amusing, because some of the students put their stinky shoes or socks on the "ship."

Noriko T. Garofalo
Gettysburg College
Gettysburg, PA

Ten Years Ago at JLTN

A JLTN workshop on Teaching Japanese Language and Culture was held in Urbana, Illinois on March 14-15, 1986. The following are excerpts from an article by Cliff Darnall and Joan Monego originally published in the May, 1986 JLTN Newsletter. We hope that this article will give readers a glimpse into our past. This meeting held just 10 years ago may well have been the first workshop designed specifically for high school teachers of Japanese.

Highlights of JTLN Workshop

Hiroyo Demers discussed the Intensive Japanese program at University High School. Her course meets two hours each day and is open only to seniors. She has developed a series of writing, listening, and conversation exercises to supplement Sato, Shishido, and Sakihara's *Japanese Now, Vol.I* and *Japanese Now, Vol. II*, the textbooks she uses for the course.

The rest of the afternoon was devoted to the sharing of teaching ideas among the participants in the conference. Hiroyo discussed ways to encourage students to use the language creatively, such as by having them supply dialogue for a Japanese comic strip on which the original dialogue has been whited out or having them role-play situations in which they might find themselves in Japan. She also suggested giving students copies of magazine articles and having them race to locate certain *kanji* or *katakana* words in the text.

Itsuko Mizuno shared a series of activities which she has used in kindergarten through eighth grade classes at Murray Language Academy in Chicago. She brought several sets of *karuta* cards and sample textbooks to show us. Janet Fukada shared her success with the Total Physical Response method of language instruction, adding that she also has students give her commands to act out. Cliff Darnall discussed the importance of selecting a textbook which uses only Japanese script, but stressed that teachers should emphasize the development of skills in the oral language from the first day of class. Cliff finds it useful to use a spiral approach and carries on class almost entirely in Japanese.

Participants walked over to the computer center in the Foreign Language Building to hear presentations by Atsushi Fukada and Kazumi Hatasa, graduate teaching assistants at the University of Illinois. Both have develped software for use on the American-made IBM P.C. or close compatible computers. Mr. Fukada demonstrated a word-processing program that produces text in *hiragana*, *katakana*, and *kanji*. Participants were amazed at the capacity of this software, which include a *kanji* dictionary and such special features as the ability to compile a *kanji* list from a given text, in addition to the usual functions available on word processors. Mr. Hatasa demonstrated Japanese teaching material, which include a *hiragana* exercise with pictures, flashcard exercises, drills, stroke-order presentation and exercises, and crossword and wordfind puzzles for vocabulary drill. The instruction possiblities were immediately evident.

[continued, next page]

The time is ripe for introducing Japanese language study at the secondary and elementary levels. This conference generated enthusiasm for working toward that goal. The Japanese Language Teachers Network provides a support system to help interested educators. It is our hope that funding for Japanese language programs and teacher training will increase, and Japanese will take its place among other languages now commonly taught in most schools.

New Resources

TriplePlay *Plus!* Japanese, the first multimedia software to teach Japanese with speech recognition, is designed to make learning Japanese easy for everyone in the family. The title uses an immersion approach that teaches entirely in Japanese through dozens of multimedia games and conversations. In addition to speech recognition, a listening comprehension mode helps the learner to improve his or her understanding of spoken Japanese. Multimedia reading comprehension games and exercises teach the Hiragana and Katakana writing systems. Available on Windows CD-ROM. Co-published by Syracuse Language Systems and Random House. To find out where it is available near you, call 1-800/SYR-LANG. Suggested retail price: $99.95.

ACTFL '96 Offers Japanese Sessions

"One Profession--Working Together," will be the theme of ACTFL '96 to be held November 22-24, 1996 in Philadelphia. The many sessions relating to teaching Japanese will include a workshop on "Using Authentic Tasks and Materials for Assessment of Proficiency-Oriented Japanese Classrooms" directed by Yasu-Hiko Tohsaku and Hiroko Kataoka. "Talking about America in Japanese" will be presented by Chris Thompson and Hiroko Ito.

ACTFL offers a substantially reduced "early-bird" rate on convention fees paid before August 15. In addition, registrations postmarked before June 30 will be entered in a "Summer Special" drawing in which prizes include three nights' lodging at the '96 Conference. For more information contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.

Summer of '96

Enrichment Opportunities for Teachers and Students

Ed. Note: This list is continued from the December 1995 and February 1996 issues. In addition to the following, please check back to the December and February issues for a more extensive list of opportunities.

➢ **Summer in Japan** with the Cooperative Network for Curriculum and Teacher Development (CoNeCTeD) offers Japanese language teachers an opportunity to learn to develop materials and curriculum, work with native speakers and experts, and to improve oral proficiency in Japanese. The six week course will take place July 1 - August 10 in Japan. The course offers a maximum of 6 graduate credits. For more information contact Dr. Theresa Austin, 207 Furcolo Hall, School of Education, University of Massachusetts, Amherst, MA 01003-3020. Tel: 413/545-2002.

➢ There are still slots available for the **Japanese Language, Pedagogy and Culture Workshop** to be held on the Indiana University campus in Bloomington from June 30th to July 30th this summer. The workshop is funded by a U.S. Dept. of Education grant which covers the cost of room and board, tuition, and the lowest round-trip airfare. Participants may receive one to six graduate credits. The teaching staff will be led by Professor Akiko Kakutani of Earlham College. This workshop is open to non-native (mainly) secondary school teachers who are currently teaching or will be teaching in the fall. Interested parties please contact Yasuko Ito Watt, East Asian Languages and Cultures Dept., Goodbody Hall 245, Indiana University, Bloomington, IN 47405. Tel: 812/855-3124 (voice mail); 812/855-1992 (dept.). Fax: 812/855-6402. e-mail: ywatt@indiana.edu

Employment Opportunities

The Clarkstown Central School District, located 25 miles northwest of New York City and regarded as one of the top 25 school districts in New York State, is seeking certified Japanese language instructors. Clarkstown is initiating a new middle school in the fall of 1996 and will require an exploratory course in Japanese for every sixth grader in the district--approximately 600 students. A sequence of study through senior high school will follow. For more information contact William B. Heebink, Superintendent of Schools, Clarkstown Central School District, 30 Parrott Road, West Nyack, NY 10994. Tel: 914/639-6418. Fax: 914/634-5073.

The Eau Claire Area School District seeks a high school level teacher of Japanese, who is certified or certifiable as a teacher of Japanese by the Wisconsin Department of Public Instruction. The Eau Claire Area School District is one of the fastest growing, most progressive, and better paying school districts in the state of Wisconsin. If interested, call 715/833-5506 to obtain an application.

The Education Service Center in San Antonio seeks a full-time instructor to teach Japanese I and II via live, interactive television. The position will require instructional development, delivery and assessment of the televised distance learning courses. A Bachelor's degree and Texas secondary teaching certificate in Japanese (or equivalent certification in another state) is required. A minimum of three years teaching experience in secondary Japanese is preferred. Must be able to plan and write curriculum. For more information contact Sheila Nicholls, Education Service Center, Region 20, Education Technology Division, 1314 Hines Avenue, San Antonio, TX 78208-1899. Tel: 210/270-9257.

The Menasha School District, Menasha, Wisconsin, seeks one full time and one 60% time Japanese teacher for their elementary and high school Japanese language programs. For more information call Mike Thompson, Superintendent of Schools, P.O. Box 360, Menasha, WI 54952. Tel: 414/751-5070.

The Nebraska Department of Education seeks a Japanese II instructor for a live, interactive Japanese course targeting high school students. Instructor must exhibit engaging TV presence, rapport with teenagers and readiness to adapt proficiency-based language instruction to TV medium. Excellent command of Japanese and good command of English required. Must be certified or willing to make financial and time commitment to become certified teacher in U.S. secondary school system. Commitment to the field of distance learning preferred. Send letter of application, vita, three letters of reference and a demo videotape (15 to 30 min.) which features applicant (1) teaching in Japanese classroom setting; (2) teaching Japanese to an imaginary TV audience. Salary level dependent upon qualifications and experience. Minimum $30,000. Position starts early July, 1996. Apply by May 31, 1996 to Elizabeth Hoffman, Distance Learning Project Coordinator, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987. Telephone inquiries may be made to Ms. Hoffman at 402/471-3503.

The Nebraska Department of Education seeks a curriculum designer for a second year Japanese language and culture course delivered via live, interactive satellite and telephone. Required qualifications include extensive knowledge of Japanese language instruction, knowledge of National Standards for Foreign Language Learning, proficiency in English and Japanese, and experience in curriculum design development. Position begins June 1, 1996. Contact Elizabeth Hoffman, Distance Learning Project Coordinator, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509-4987. Tel: 402/471-3503. e-mail: ehoffman@nde4.nde.state.ne.us

New Trier Township High School, located in Chicago's North Shore suburb of Winnetka, is seeking a certified teacher of Japanese for a full-time position for the 1996-97 school year. If interested in this position, please send a letter of appplication and resume to Mrs. Laura Blair, Office of Human Resources, New Trier Township High School District 203, 385 Winnetka Avenue, Winnetka, IL 60093. Tel: 847/446-7000.

A Springfield, Missouri high school seeks a full-time Japanese teacher. If interested, please send a resume to Ms. Mary Fry, Foreign Language Curriculum Specialist, Teft Center, 1418 Pythian, Springfield, MO 65802. Tel: 417/895-2704.

Wichita High School East (Wichita, Kansas) is seeking an energetic and creative Japanese Language instructor to head the International Baccalaureate Japanese Language and Culture Program (Levels 1-5). The prospective candidate must have a strong command of both English and Japanese, preferably with a teaching certificate or endorsement in Japanese at the high school level, and some teaching experience at the high school level. Competitive salary; strong administrative and parental support! The students are intelligent, well-behaved and are highly motivated to learn. Interested candidates please fax resume as soon as possible (hope to hire by May 31, 1996) to 316/833-2409, Attention: Mr. Dan Umansky, I.B. Administrator. For further information contact Mr. Kin T. Chee, International Baccalaureate Program, Wichita High School East, 2301 East Douglas, Wichita, KS 67211. Tel: 316/833-2897. Fax: 316/833-2409. e-mail: kchee@southwind.net

Employment Sought

Barbara Cohen seeks a position teaching Japanese, ESL and Social Studies beginning in the fall of 1996. Ms. Cohen holds an M.A. in TESOL from the School of International Training in Brattleboro, Vermont, and a B.A. in Religion/Political Theory from Denison University in Granville, Ohio. She plans to be certified in teaching Japanese in summer, 1996. Ms. Cohen currently teaches ESL for the School District of Philadelphia and Community College of Philadelphia, and has taught at Temple University. During her four years in Japan she taught EFL in a variety of situations, and also spent one year as an apprentice to a 7th generation hand-papermaker. She looks forward to incorporating papermaking into school activities. Contact Barbara Cohen at 6102 Ardleigh Street, Philadelphia, PA 19138. Tel: 215/438-3597.

Sachiyo Nishikawa seeks a position teaching Japanese at the high school or university level, beginning January 1997. Ms. Nishikawa is currently in a M.S. program in TESOL at the University of Rochester. She will finish her degree in December 1996. She holds a B.A. in English from Kansai Gaidai University and is certified as an English teacher in Japan. She has two years experience teaching English in Japanese high schools and will be a teaching assistant during the 1996 fall semester. Contact Sachiyo Nishikawa, 60 Crittenden Boulevard Apt. 917, Rochester, NY 14620. Tel: 716/461-3729. e-mail: g0edu433@troi.cc.rochester.edu

Carrie Penning is seeking a position teaching Japanese at the primary, secondary, or college level. Ms. Penning has recently earned her M.A. in Asian Studies at the University of Illinois, Urbana, where her concentration was on Japanese language and culture. She holds a B.S. in Elementary Education from Drake University in Des Moines, Iowa, and is certified to teach kindergarten through ninth grades in the state of Illinois. Ms. Penning has also successfully completed Columbia University's Intensive Japanese Language Pedagogy Institute. Ms. Penning has traveled abroad extensively, lived in India for four months and in Japan for seven years. Her teaching experience includes substitute teaching in Decatur, Illinois, teaching English for five years in Japan and teaching Introduction to Japanese Culture for four semesters at the University of Illinois. Carrie Penning may be contacted at: 2419 Angle Court, Decatur, IL 62521. Tel: 217/428-7567.

Dawn Stark seeks a position teaching Japanese and Social Studies at the senior high level, and facilitating extra-curricular activities such as multicultural clubs, enrichment courses and community service clubs. Ms. Stark is currently completing her teacher certification at Michigan State University while teaching Japanese language and culture full-time as an intern and substitute teacher at Lansing middle schools. She anticipates receiving her Michigan secondary provisional certification in August, 1996, in Social Science and Japanese. Ms. Stark holds a B.A. from Michigan State University in Political Theory and Constitutional Democracy, with a minor in Japanese. She participated in a work-study program in Otsu, Japan in March-December, 1992 through Lansing Community College. Contact Dawn Stark, 4394 Okemos Road #A-215, Okemos, MI 48864. Tel: 517/349-8141.

Masami Takaya seeks a position teaching Japanese. Ms. Takaya is currently enrolled in the Initial Licensure Program in Second Languages and Cultural Education at the University of Minnesota and anticipates being licensed to teach K-12 Japanese in Minnesota by July 1996. She holds a B.A. in American/English Literature from Kobe College. Ms. Takaya has been teaching and student teaching since during the 1995-96 school year at both the elementary and secondary levels. She also has experience teaching Japanese in a Minnesota school as an Intern Exchange Teacher (two years), as a substitute teacher of Japanese, and as a Japanese teacher at Concordia Language Villages. Contact Masami Takaya, 1940 Marshall Avenue #25, St. Paul, MN 55104. Tel: 612/603-8938. e-mail: taka0031@gold.tc.umn.edu.

Correction

The address listed for Charles E. Tuttle Company, Inc. in *Resources for Teachers of High School Japanese* is incorrect. The correct address should be as follows:

Charles E. Tuttle Co., Inc.
RR1 Box 231-5
North Clarendon, VT 05759-9700
Toll-free orders 1-800-526-2778
Toll-free fax 1-800-FAX-TUTL

Summer at the Center

Because of the Center's association with teachers and schools, publication of the *JLTN Quarterly* follows the schedule of an academic year. This then will be your last issue until October. Our staff will take our treasured summer vacation in June, July, and August, and our office will reopen on August 26. After June 1, urgent messages may be left at 217/333-2870. Correspondence arriving during the summer months may not be answered until late August or early September, so please be patient. And, above all, enjoy the summer!

Thank You

At the end of the school year I want to thank those of you who made such wonderful contributions to the *JLTN Quarterly* this year. It is a special pleasure for me to open my mail and find an unexpected article or an offer to write one or to send materials already developed. These letters and articles are often accompanied by expressions of appreciation for the contributions of other readers. This, of course, is what a Network ought to be! Thank you again, and to all of you who contributed, we do offer free multiple copies of the issue in which your article appears, so please let us know how many copies you would like to have. Again, thanks, and have a refreshing summer!

Barb Shenk
Editor

The Japanese Language Teachers Network Quarterly is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333-4064. e-mail: bshenk@uni.uiuc.edu or cbond@uni.uiuc.edu.

The Japanese Language Teachers Network Quarterly is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois at Urbana-Champaign.

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JLTN QUARTERLY

日本語教師ネットワーク

JAPANESE LANGUAGE TEACHERS NETWORK

A publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ)

Vol. 11 No. 4 October 1996

Looking Back, Looking Forward

One June morning on the beautiful temple grounds of Bishamon Yama overlooking the town of Towa in Iwate ken, Barbara Shenk and Hiroko Ito hand-delivered a letter to me as we were having *ocha* together. I was in the midst of welcoming them along with thirteen Uni High students (my former students!) to Towa, where I had been working for two years, when I got the news from Carol Bond that she had decided to retire and was recommending that I take over as director of CITJ. I was already planning to return to Uni High to teach Japanese and work with Carol and Barb at CITJ. But after 35 years of teaching French at Uni and 10 years as director of CITJ, Carol considered her years of service, her health, and her family, and decided to retire.

Carol has left us with a wonderful legacy of success in supporting teachers of pre-collegiate Japanese in the United States, including the *JLTN Quarterly* with an eleven year history of publication; many workshops and conferences for teachers including one conducted in Japan; the publication of teaching materials including the intermediate reader, *Nihon to no Deai*, and the video, *Hiragana*. She acquired funding from many sources for these projects, including the Japan-U.S. Friendship Commission, The United States-Japan Foundation and the Japan Foundation.

Personally, I'll remember her for the value she placed on teachers and teaching "in the trenches." She really knew how to remind us pre-collegiate level Japanese teachers of the importance of our work, and to make us feel needed and loved. She was a great colleague and friend.

The day after I got the letter from Carol, I told her by e-mail that I would accept an appointment as director of CITJ. The basic goals of the Center will remain the same - to serve teachers as well as we can by providing useful teaching tools and helpful information. We will continue conducting workshops here and in Japan. We also hope to change with the times,

learning to use technology to more efficiently accomplish our goals. We plan to address issues of articulation, standardization and professionalization as we begin our second decade as a Center.

I am looking forward to getting reacquainted with old friends and to make new ones. It was my pleasure to speak on the phone recently with Kevin McQuade at JALEX and to be invited to serve on the regional advisory panel. Hitomi Tamura and Stephanie Wratten have been very helpful in updating me on NCSTJ. Getting back in touch with Kazuo Tsuda at NEASTJ and Takuo and Waunita Kinoshita of IATJ right here in Urbana, Illinois, has also been invigorating. I look forward to talking to many more teachers in the coming months, at ACTFL, at Central States, over the phone, through the mail, and on e-mail.

Just to update you on our status, there are now three of us on the Center staff. *JLTN Quarterly* editor, Barb Shenk, has been with us since 1988. Barb is the brains behind the *Quarterly* and editor of the famous *Resources* supplement. Hiroko Ito, who taught all four levels of Japanese at Uni last year, is teaching with me this year and will be a regular contributor to the *Quarterly*. Hiroko has some really good ideas for personalized language projects that enable students to talk about American topics in Japanese. She and I will be presenting a session at ACTFL called "Talking about America in Japanese". We hope to see you there as well as at many of the other sessions for Japanese teachers at ACTFL.

Finally, I hope your school year is off to a crisp start. It always takes a few weeks to get going full throttle. Please keep in touch throughout the year. 今年もよろしくお願いします！

Christopher Thompson
Director, CITJ

See You at ACTFL!

The annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) will be held in Philadelphia on November 22-24, 1996. The many sessions relating to teaching Japanese will include workshops on "Using Authentic Tasks and Materials for Assessment of Proficiency-Oriented Japanese Classrooms" and "Developing Video Materials to Best Suit the Particular Needs of Your Students" as well as sessions on "Talking about America in Japanese," "Students' Motivation and Parental Involvement in Asian Language Study," and "Even in Japanese or Arabic: Expose Young Learners to Authentic Written Language." In addition, there will be 24 sessions sponsored by the National Council of Secondary Teachers of Japanese (NCSTJ), including "CORE-NE! Ideas, Networking, and Materials for Secondary Teachers of Japanese," "Kisetsu: A New Secondary Level Japanese Curriculum," "Hiragana, Katakana, Kanji and Romaji: When Do We Introduce Them to Students?" "The Process of Professional Development for Japanese Teachers," and many more. We hope many of you will have the opportunity to attend ACTFL, take part in these sessions, meet other Japanese teachers, and go home invigorated and full of new ideas to try in your classrooms.

New Resources

Adventures in Japanese by Hiromi Peterson (Hiromi Peterson, Punahou School, 1996) is a textbook written by a high school Japanese teacher for beginning students. The textbook is in two parts, each containing eight lessons organized around topics such as family, hobbies, Saturday, sickness, shopping, and birthday party. Lessons include tasks, expressions and dialogues, simple grammar explanations, culture notes, and activities. Teachers who buy the materials may request permission to duplicate them for their classes.

Adventures in Japanese 1-1 textbook, 183 pp., $6.50
Adventures in Japanese 1-2 textbook, 192 pp., $6.70
Adventures in Japanese Hiragana & Katakana Workbook, $3.75

Teacher's manual, workbook, and level two textbooks are forthcoming. Available from Hiromi Peterson, Punahou School, 1601 Punahou St., Honolulu, HI 96822, tel 808/944-5800, home 808/923-7275, Fax 808/944-5766, E-mail hiromi@lava.net.

Japanese for Communication: A Teacher's Guide (Wisconsin Department of Public Instruction, 1996) provides a curriculum framework for teaching Japanese, adaptable to programs from kindergarten through 12th grade. Organized around 12 themes, the curriculum focuses on clear outcomes and assessments for four stages of language development. Available for $18 plus $5 shipping and 5.5 percent sales tax in Wisconsin or $27 plus $5 shipping outside Wisconsin. For more information, contact Publications Sales, Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI 53707-7841 800/243-8782.

Announcements

➢ **The Japan-U.S Senate Youth Exchange Program (JUSSE)** is a unique international educational exchange for high school students, providing scholarships to send American students to Japan for six weeks. Youth for Understanding (YFU) International Exchange, which administers the program, is now asking teachers to recognize special juniors (graduating class of 1998) to be nominated for the 1997 program. Scholarship recipients will spend the summer in Japan, living with a host family and immersing themselves in the Japanese culture. Interested juniors who have maintained a 3.0 or better GPA on a 4.0 scale may be nominated. Applications must be postmarked by November 15, 1996. Contact YFU International Center, 3501 Newark Street, N.W., Washington, D.C. 20016-3199, tel 202/966-6800 or 800-TEENAGE, fax 202/895-1104, http://www.yfu.org.

➢ **The Japan Foundation** is once again offering grants to assist Japanese language programs. Their grant programs include: Salary Assistance Program for Full-Time Japanese Language Teachers; Japanese Language Teaching Materials Donation Program; Training Program for Teachers of the Japanese Language; and Assistance Program for the Development of Japanese Language Teaching Resources. Application deadline is December 2, 1996. To receive a program booklet describing these and other programs, or to request application forms for specific programs, write to The Japan Foundation Los Angeles Office, 2425 Olympic Blvd., Suite 650E, Santa Monica, CA 90404-4034, Fax 310/449-1127. Be sure to include the name of your school or organization in your written request for these materials.

➢ **The Japanese Language Proficiency Test** in the United States will be administered on December 8, 1996, in Los Angeles, Chicago and New York. The application period is September 9-October 18, 1996. All applicants should contact The Japan Foundation and Language Center, 2425 Olympic Boulevard, Suite 650E, Santa Monica, CA 90404, Tel 1-888-NORYOKU or 310/449-0027, Fax 310/449-1127, e-mail jflalc@jflalc.org. In Canada the testing site is in Vancouver, B.C. Those wishing to take the test in Vancouver should contact Ms. Taeko Berwick, P.O. Box 2503, New Westminster, B.C., Canada V3L 5B2, Tel 604/527-5493, Fax 604/527-5516, E-mail berwickt@douglas.bc.ca.

➢ **The 1996 Kezai Koho Center Fellowships** offer an opportunity for your colleagues who are social studies teachers or supervisors to go to Japan. The fellowships cover transportation from hometowns to Japan and the expenses of the 16-day itinerary designed specifically for social studies educators. Educators who have visited Japan for longer than 72 hours are not eligible. The postmark deadline for applications is February 25, 1997. A brochure outlining application procedures may be obtained from the Program Coordinator, Keizai Koho Center Fellowships, 10 Village View Lane, Unionville, CT 06085, Tel 860/673-8684, Fax 860/675-4840.

Employment Sought

➢ Sachiyo Nishikawa seeks a position teaching Japanese beginning in January, 1997. Ms. Nishikawa is currently in an M.S. program in TESOL at the University of Rochester. She will finish her degree in December, 1996. She holds a B.A. in English from Kansai Gaidai University in Osaka and is certified as an English teacher in Japan. She has two years experience teaching English in Japanese junior high schools and one year experience in a Japanese high school. She is working as a teaching assistant for the fall semester of 1996. Contact Sachiyo Nishikawa, 60 Crittenden Boulevard Apt. 917, Rochester, NY 14620. Tel 716/461-3729, e-mail onis@troi.cc.rochester.edu

Ten Years Ago at JLTN

My small hometown weekly newspaper, *The Arcola Record-Herald,* includes a "Down Memory Lane" column each week, noting highlights from material printed in the *Record-Herald* 50, 25 and 10 years ago. Even though I am a relative new-comer to Arcola, I have always enjoyed this feature which has given me glimpses into the history of my adopted hometown. In this spirit, I hope you will indulge me a little as I dig up highlights from JLTN's history from time to time in the *Quarterly*. In this issue we reprint an announcement of what was actually quite a momentous occasion: the establishment of CITJ upon receipt of its first grant just ten years ago. From the *JLTN Newsletter,* Volume 1 No. 3, November, 1986:

New Teaching Center Established

University High School (University of Illinois at Urbana-Champaign) has been awarded a $47,000 grant from the Japan-United States Friendship Commission, to establish a Center for Improvement of Teaching of Japanese Language and Culture in High School.

In order to serve the needs of developing Japanese language programs around the country, and to facilitate the development of new programs, the Center has four functions:

a) Serving as a model for teaching Japanese in secondary schools.
b) Developing and publishing teaching materials for the study of Japanese Language and Culture.
c) Furthering the professional development of teachers of Japanese language and culture by conducting workshops and institutes.
d) Maintaining a network of teachers of Japanese.

We are pleased to announce the addition of Ms. Surabela Fabian to the Center staff, which also includes Carol Bond and Hiroyo Demers. Several projects are well underway, including planning for the 1987 Summer workshop and field testing of teaching materials.

We are excited about the future of Japanese language teaching around the country, and look forward to working with network members to develop new programs and enhance existing ones. We'd like to hear from you about your Japanese programs, and would also appreciate the names of other individuals currently teaching Japanese or hoping to establish a Japanese program, who might be interested in receiving our mailings.

Barbara Shenk
Editor

Seen a Good Movie Lately?

This spring Kathleen Streit's fifth year Japanese class at Franklin Community High, Franklin, Indiana, worked on a comprehensive マスコミ (mass communications) unit that culminated in the production of a video-taped simulated TV news program. Along the way they worked on weather reports and movie reviews as well as news reporting. The following is the product of their week-long study of movie reviews. The students' first assignment was to translate the Japanese reviews provided in their textbook, *Pera Pera* (*Yoroshiku*, Australia: Curriculum Corporation, 1994) and compare their translations. Each student then selected a favorite movie and wrote a review of it, keeping its identity a secret from the other students.

Their teacher helped with difficult vocabulary and any other problems. After about two days the final drafts of the reviews were ready. Ms. Streit typed them all up and had the students do the skim-reading matching game which follows:

えいがの名前は 何ですか？

①これはＩＱが８０しかない男の子のお話です。その男の子はとてもやさしく、しょうじきで、することすべてにせいこうして、しあわせなじんせいをおくります。
子どものときに、わるがきたちにおいかけられたかれは はしることをおぼえます。ルールをしらないながらも、大学のフットボール・チームにはいり、だいかつやくをしました。
そつぎょうした後、ぐんたいにはいり、ベトナムせんそうにさんかして、たいちょうをたすけたために、めいよしょうをとり、ときのだいとうりょうにたいめんしました。
その後、かれに何がおこるのでしょうか。また、はつこいの女の子、ジェニーとはむすばれるのでしょうか。
このえいがには、７０年だいのアメリカのようすがおおくえがかれています。おんがくも、そのじだいのものがおおく、とてもこうかてきです。めいはいゆうトム・ハンクスが しゅじんこうをみごとにえんじています。２時間半の長いえいがですが、たいくつをかんじさせません。家ぞくで見るえいがとしても、おすすめします。

Ｑ：このえいがの名前は何ですか。Ａ：＿＿＿＿＿＿＿＿＿＿

②うちで１７才の女の子がどろぼうにおそわれました。そのさつじんはんは、ほうりつのもんだいで、むじつになり、はなされました。女の子のお母さんは、ふくしゅうをちかいます。そのさつじんはんは、もう一人、女の人をころしました。
お母さんは、むすめさんのさつじんはんのおとりになりました。男の人はそのうちに来て、それから、わかい女の子のお母さんにころされましたが、けいさつは何もしょうめいすることができません。
このえいがはこわくて、エキサイティングです。大人たちに、とくに、おすすめします。

Ｑ：このえいがの名前は何ですか。Ａ：＿＿＿＿＿＿＿＿＿＿

③ディズニーのまんがえいがです。ハッピーエンドのものがたりです。はじめは、びじょはやじゅうをこわがっていました。でも、さいごに、こいをしました。
やじゅうは、かつて、にんげんのおうじさまでした。まほうつかいは、おうじさまにまほうをかけて、やじゅうにしました。まほうのかかったバラのさいごのはなびらがおちるまでに、ほんとうのこいをしなければ、いっしょうやじゅうのままです。
びじょは、どのようにやじゅうにこいをするでしょうか。これは、とてもいいまんがえいがです。ディズニーのまんがえいがのなかで一ばんです。おとなとこどもたち、りょうほうにおすすめします。

Ｑ：このえいがの名前は何ですか。Ａ：＿＿＿＿＿＿＿＿＿＿

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④これは、とてもおかしいえいがです。
ハリーとロイダは、ルームメイトで一ばんの友だちです。ある日、メリーがくうこうにわすれたかばんを、かれらがアスペンにもって行くことになりました。そのりょこう中に、たくさんのこんなんにであいました。そして、とうとうアスペンにつきました。そして、ぜん部うまくいきました。
きげきえいがの中で、さいこうのさくひんです。

Q：このえいがの名前は何ですか。A：_____

⑤ディズニーのまんがえいがです。ハッピー・エンドのものがたりです。
しゅじんこうの女の子は、おひめさまで、よこしまなままははとすんでいました。ままははは、女の子が好きじゃありませんでした。
そして、女の子はにげました。こびとにあいました。そして、こびととすむことにしました。みんなはうれしかったですけど、よこしまなまほうつかいは、うれしくありませんでした。女の子をころしたいとおもっていました。女の子はどくりんごを食べました。こびとはおそうしきをしました。そのとき、おうじさまが来ました。おうじさまは女の子をおこしました。それから、二人はしあわせにくらしました。
とてもゆめのある、まんがえいがです。子どもたちに、とくに、おすすめします。

Q：このえいがの名前は何ですか。A：_____

⑥これはホラーえいがです。フレディーという男の子がゆめに出てきます。かれは人をころそうとします。これはゆめですが、ほんとうに人をきずつけます。かれはしまもようのようふくを着ていて、ぼうしをかぶっています。かれのかおは、やけどのあとがあって、とてもみにくいです。
かれのゆめを見る人は、ねるのがこわくなって、ずっとおきていようとしますが、ねむってしまいます。はじめは、だれもこのあくむをしんじようとしませんが、ほんとうにきずつけられるのを見て、みんなそのゆめはほんとうだとしんじるようになります。
ホラーえいがの好きな人に、おすすめします。

Q：このえいがの名前は何ですか。A：_____

⑦このえいがはしんじつの話です。
ウォレスのお父さんは、たたかいでころされました。ウォレスはくにをさりました。うちに帰ったら、むらのむすめとけっこんします。でも、イギリス人にウォレスのおくさんはころされました。それから、かれはふくしゅうとかくめいをします。
とてもおもしろいえいがです。おすすめします。

Q：このえいがの名前は何ですか。A：_____

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⑧このえいがは、ホッケーのせんしゅと、フィギュアスケーターの話です。
オリンピックでホッケーのせんしゅは目のけがをしました。だから、ホッケーをすることができません。フィギュアスケーターはパートナーがわるいので、オリンピックでかちません。だから、上手なパートナーがいります。そして、ホッケーのせんしゅは、そのフィギュアスケーターとフィギュアスケートをします。たくさんけんかをします。でも、こいにおちはじめます。
もう一どオリンピックに行きます。むずかしいスケートをしなければなりません。おわりはとてもエキサイティングです。アクションとロマンスでたのしいです。

Q：このえいがの名前は何ですか。A：_____

⑨これは、ぶたの話です。
ぶたは小さい時に、お母さんやきょうだいとわかれなければいけませんでした。一人ののうみんがそのぶたをフェアーで手にいれました。ぶたのおもさをあてたからです。ぶたは、その人のところにいることになりました。
そこには、たくさんのどうぶつがいましたが、ぶたはシープ・ドッグとなかよくなりました。ぶたはシープ・ドッグを見て、じぶんもやりたいとおもいました。でもひつじたちは、ぶたをばかにします。そして、のうみんもぶたをおいだそうとします。ぶたは、のうじょうにいることができるのでしょうか。ぶたのお母さんやきょうだいにあえるのでしょうか。
とてもおもしろい話です。だれでもたのしめますが、とくに、こどもたちにおすすめします。

Q：このえいがの名前は何ですか。A：_____

⑩これはディズニーのまんがえいがです。ライオンのおうさまと、そのむすこについての話です。
ライオンのおうさまのむすこは、おうさまがしんだ後、おうさまになります。おうさまのおとうとはスカー・フェイスです。かれは、おうさまになりたいとおもっています。かれはおうさまをころしました。そして、むすこもころそうとしました。でもむすこはにげました。その後、むすこはナーラーにこいをしました。そして、むすこはおうこくに帰りました。かれはスカー・フェイスとたたかわなければなりません。どちらがかつでしょう。
たのしくてエキサイティングなえいがです。子どもたちに、とくに、おすすめします。

Q：このえいがの名前は何ですか。A：_____

Movie Title Choices

Babe	Dumb and Dumber
Beauty and the Beast	Eye for an Eye
Braveheart	Forrest Gump
The Cutting Edge	Lion King
Nightmare on Elm Street	Snow White

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Talking about America in Japanese

Have you ever wished your students could talk more about their lives in America using Japanese? Most textbooks present Japanese in the context of Japan or Japanese situations - an approach that is good and necessary. However, the reality is that our students live in America, and need to be able to talk about American situations and contexts. In order for our students to improve their Japanese proficiency beyond the beginning level, they must be taught how to talk about their daily experiences in school and at home using Japanese. This is what Hiroko and I had in mind when we designed and began testing the materials that follow.

"日本語でアメリカを語る" is a series of units we are developing at CITJ to anable students to talk about the various aspects of their lives in America using Japanese. In this month's issue, we have included a portion of our series entitled, "高校生活　1." In this unit, we have taken up everyday words and phrases used in the context of the American school, especially at the secondary level. We have graded vocabulary and expressions by language ability level, and have provided sample speaking activities we devised to teach our own students.

Hiroko and I will be presenting samples of other units, with activities to reinforce reading, writing and listening skills, at the ACTFL meeting in Philadelphia. In future issues of the *Quarterly* we will share other units of "Talking about America in Japanese" dealing with such topics as winter vacation and other holidays, family life, and extra curricular activities. We hope you enjoy what we have included in this issue. While it's only a start, I think these activities help to fill a gap between our typically Japan centered teaching materials and the reality that our students live and study in America.

Chris Thompson

Talking About America In Japanese

アメリカを日本語で語る

High School Life 1.

(Subjects)

芸術 : fine arts

討論 : debate

コンピューター : computer

演劇 : drama

運転教育 : driver's education

英語 : English

歴史 : history

保健 : health

社会 : social studies

外国語 : foreign language
- フランス語 : French
- ドイツ語 : German
- ラテン語 : Latin
- 日本語 : Japanese
- ロシア語 : Russian
- スペイン語 : Spanish

数学 : mathematics

音楽 : music

体育 : physical education

科学 : science

スポーツ : sports
- バスケット
- バレー
- アメフト
- クロスカントリー
- 陸上
- 水泳
- テニス
- サッカー

New expressions.

はい、好きです。 : yes, I like it
はい、だい好きです。 : yes, I love it
まあまあ 好きです。 : it's so so
いいえ、好きじゃありません。 : I don't like it
いいえ、きらいです。 : no, I hate it
いいえ、だいきらいです。 : no, I really hate it

はい、できます。 : yes, I can do it
はい、とくいです。 : yes, I'm good at it
まあまあできます。 : I'm so so (at it)
いいえ、にがてです。 : no, I'm not good
あんまり、できません。 : no, I can't do it well
ぜんぜん、できません。 : no, I can't do it at all

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If you can spare another minute or so, please answering the following questions:

I am a _____ Japanese teacher at (circle level): H.S. Jr. Hi. Elem. College
_____ Foreign language supervisor
_____ Satellite program facilitator
_____ Other (please specifiy) _____

What feature(s) in this issue did you find most helpful or interesting?

_____

What did you find least helpful?

_____

Do you have any other suggestions on how to make the *JLTN Quarterly* more useful to Japanese teachers?

_____

If you know of anyone who might be interested in subscribing to the Japanese Language Teachers Network _ Quarterly, please write their name and address below. We will send them a free October issue. (Please use the back for additional names and addresses.)

Name: _____

Address: _____

Send this form with your check to:

Barbara Shenk
Japanese Language Teachers Network
University High School
1212 West Springfield Avenue
Urbana, IL 61801

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Speaking Activity 1. (Speaking/ Listening) : Practice the following with a partner by personalizing the underlined portion of the sentence patterns. Practice each pattern independently or in succession.

Speaking Activity 1A. (Asking about subjects.)

A: _____ はすきですか。　　B: はい、だいすきです。

Speaking Activity 1B. (Asking about sports, languages and other activities.)

A: _____ できますか。　　B: はい、できます。

Speaking Activity 1C. (Talking about likes and dislikes.)

Ex: わたしは_____がすきです。でも_____はあんまりすきじゃありません。

Speaking Activity 1D. (Asking about your skills.)

Ex: わたしは_____がとくいです。でも_____はぜんぜんできません。

Speaking Activity 2A. (Writing/ Speaking) : Designing a Mini Conversation: With a partner, create a dialogue which includes the following. Then practice your lines and perform them in an interactive role play:

A greeting.
Ask each other's names.
Ask each other what subjects you like/ don't like.
Ask each other what athletic activity your're good at.
Thank each other.
Include a farewell greeting.

Speaking Activity 2B. (Writing/ Speaking) : With a partner, create a dialogue of your own about school in which you use the vocabulary and expressions from page 1 of this activity and from speaking activities 1A-D and 2. Ask each other questions and express how you feel!

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アメリカを日本語で語る

高校生活 1.

（クラス）

芸術：Art
討論：Debate
コンピューター：Computer
演劇：Drama
運転教育：Driver's Education
英語：English
歴史：History
保健：Health
社会：Sociology

外国語：Foreign Languages
フランス語：French
ドイツ語：German
ラテン語：Latin
日本語：Japanese
ロシア語：Russian
スペイン語：Spanish
数学：Mathematics
音楽：Music
体育：Physical Education
科学：Science
スポーツ：Sports

文法／表現／語彙

クラス：class　リクエスト：request　しゅくだい：homework

たくさん：a lot/many　おもしろい：fun　たいへん：hard

とくい：good at　にがて：not good at　きびしい：strict

かんたん：simple, easy　むずかしい：difficult　つまらない：boring

ふくざつ：complicated　じょうず：skillful (for praising)

～ないでください：Please don't do～　～と言っています：said that～

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Speaking Activity 1A. (Speaking/Listening) : 学生インタビュー

1。A : いちばんすきなクラスはなんですか。 B : _____です。

2。A : いちばんきらいなクラスはなんですか。B : _____です。

3。A : いちばんおもしろいクラスは なんですか。 B : _____です。

4。A : いちばんたいへんなクラスは なんですか。 B : _____です。

Speaking Activity 1B. (Speaking/Listening) : 学生インタビュー

5。A : しゅくだいがたくさんありますか。 B : はい／いいえ。

6。A : どのクラスでたくさんしゅくだいが ありますか。 B : _____です。

7。A : そのクラスの先生は。 B : _____先生です。

Speaking Activity 1C. (Speaking/Listening) : 学生インタビュー

8。A : __#2__の先生にリクエストが ありますか。 B : _____ないでください。

9。A : __#4__の先生にリクエストが ありますか。 B : _____。

10。A : __#7__の先生にリクエストが ありますか。 B : _____ないでください。

Speaking Activity 2. (Speaking/Listening)

Each student reports what the partner said from the speaking activities in 1A,1B, and 1C.

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アメリカを日本語で語る

高校生活 1.

（クラス）

芸術：art
討論：debate
コンピューター：computer
演劇：drama
運転教育：driver's education
英語：English
歴史：history
保健：health
社会：social studies
外国語：foreign languages
フランス語：French
ドイツ語：German
ラテン語：Latin
日本語：Japanese
ロシア語：Russian
スペイン語：Spanish
数学：mathematics
音楽：music
体育：physical education
科学：science
スポーツ：sports

文法／表現／語彙

～時間目：～period　昼休み：Lunch Time　時間割り：time table

きのう：yesterday　きょう：today　あした：tomorrow

いつも：always　ときどき：sometimes　まあまあ：so so

たいてい：most of the time　よく：often　あまり：hardly

思う：think　どうしてですか：Why?

アクティビィテー／活動：activities　クラブ：club

おととい：the day before yesterday　あさって：the day after tomorrow

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Speaking Activity 1A. (Speaking/Listening) : 学生インタビュー

1。A：一番好(いちばんす)きなクラスは何ですか。　　B：一番好きなクラスは_____です。

2。A：どうしてですか。　　B：_____。

3。A：一番嫌(きら)いなクラスは何ですか。　　B：一番嫌いなクラスは_____です。

4。A：どうしてですか。　　B：_____。

Speaking Activity 1B. (Speaking/Listening) : 学生インタビュー

5。A：宿題(しゅくだい)がたくさんありますか。　　B：はい／いいえ。

6。A：どのクラスでたくさん宿題がありますか。　　B：_____のクラスです。

7。A：そのクラスの先生は。　　B：_____先生です。

Speaking Activity 1C. (Speaking/Listening) : 学生インタビュー

8。A：昼休(ひるやす)みにクラブへ行きますか。　　B：はい／いいえ。

9。A：どんなクラブですか。　　B：_____クラブです。

10。A：どうして_____クラブへ行きますか。　　B：_____。

Speaking Activity 2. (Speaking/Listening)

Each student reports what the partner said from the speaking activities in 1A, 1B, and 1C.

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アメリカを日本語で語る

高校生活 1.
(科目)

芸術 : fine arts

討論 : debate

コンピューター : computer

演劇 : drama

運転教育 : driver's education

英語 : English

歴史 : history

保健 : health

社会 : social studies

クラブ活動 : club activities

外国語 : foreign language
- フランス語 : French
- ドイツ語 : German
- ラテン語 : Latin
- 日本語 : Japanese
- ロシア語 : Russian
- スペイン語 : Spanish

数学 : mathematics

音楽 : music

体育 : physical education

科学 : science
- 化学 (ばけがく) : chemistry
- 生物 : biology
- 物理 : physics

文法／表現／語彙

になりたい : (want to) become
受ける : to take (a class)
卒業する : to graduate

現在 : currently
将来 : in the future
休み時間 : free time
昼休み : noon break
放課後 : subject(s)

彼 : he; a boyfriend
彼女 : she; a girlfriend
校長 : principal
教頭 : vice principal
事務員 : office staff

大変 : hard or difficult
授業 : a lesson, a class
事務室 : main office
特技 : special ability

成績 : grades
時間割 (表) : schedule (chart)
管理人 : janitor
カウンセリング・オフィス : counseling office

奨学金 : scholarship money

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Speaking Activity 1A. (Speaking /Listening) ：学生インタビュー

1。A: 現在は授業をいくつ受けていますか。 B:

2。A: どの授業を受けていますか。 B:

3。A: 高校を卒業してから、何がしたいですか。 B:

4。A: 将来は何になりたいと思っていますか。 B:

5。A: なぜですか。 B: X は（Adj. て Adj.） から です。

Speaking Activity 1B. (Speaking /Listening) ：学生インタビュー

1。A: 一番得意な科目は何ですか。 B:

2。A: なぜですか。 B: X は（Adj. て Adj.） から です。

3。A: 苦手（にがて）な科目は何ですか。 B:

4。A: どうしてXが苦手なんですが。 B: X は（Adj. て Adj.） から です。

5。A: どの科目で一番宿題が出ますか。 B: _____ で一番宿題が出ます。

Speaking Activity 1C. (Speaking /Listening) ：学生インタビュー

1。A: どの先生が一番宿題を出すと思いますか。
B: _____先生が一番宿題を出すと思います。

2。A: 一番おもしろい科目は何ですか。 B: 私は_____が一番おもしろいと思います。

3。A: なぜですか。 B: X は（Adj. て Adj.） から です。

4。A: 一番大変な科目は何ですか。 B: 私は_____が一番大変だと思います。

5。A: なぜですか。 B: X は（Adj. て Adj.） から です。

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Speaking Activity 2A. (Speaking/Listening) : 3分ロールプレイ Divide the class into small groups, and have students negotiate and perform short skits pertaining to the following topics without writing anything down.

＊新学年についての会話

＊クラブ活動についての会話

＊勉強についての会話

＊休み時間はどうすごしているかについての会話

＊放課後はどうすごしているかについての会話

＊指導を受けている先生方についての会話

＊学校に関しての意見交換の会話

Speaking Activity 2B. (Impromptu Speaking) : 3分ロールプレイ The same topics above can be recycled as impromptu conversations where student partners may not prepare but must try to carry on a conversation.

Speaking Activity 2C. (Writing/ Speaking) : With a partner, create a dialogue ofyour own about school in which you use the vocabulary and expressions from page 1. of this activity and from speaking activities 1A-D and 2. Ask each other questions and express how you feel!

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On Writing for the JLTN Quarterly

Out of sheer necessity most Japanese teachers create materials and invent activities in the process of becoming seasoned teachers. In the absence of the perfect textbook and sufficient supplementary materials, teachers have to create many of their own teaching materials. We believe that the exchange of these ideas and materials among teachers is essential to improving the quality of teaching, the morale of teachers, and ultimately the reputation and security of our Japanese programs. The *JLTN Quarterly* offers one forum for the exchange of these ideas and materials. We welcome you to submit articles, materials and ideas in several categories, including:

1. **The Big Picture.** These are complete, contained lessons with clear objectives and easy-to-use activities, often including authentic materials. While Chris Thompson, CITJ Director, is our guru and regular contributor in this category, we like to include one of these from another teacher in each issue.

2. **In a Matter of Minutes: Ideas for Busy Teachers.** These are single teaching activities that can be described briefly and carried out easily in a classroom. They are engaging to students and have a clear purpose to further the goals of units that are already planned. The ideas may come from friends, colleagues, books or even your students. There must be hundreds of these being used in classrooms around the country each day. Submit them by the dozen if you like. We will select them for clarity, originality, and above all, effectiveness as teaching tools.

3. **Informational/Inspirational articles.** These articles might describe a way in which your department, school, or Japanese teachers organization successfully tackled a problem common to Japanese programs. It is an opportunity to brag a little about your students, colleagues, or organization, and to inspire others to try something similar.

4. **Reviews.** Good books, textbooks, readers, dictionaries and software deserve to be recognized, and hard working Japanese teachers deserve to know about them. Reviews can be long, detailed analyses (we always reserve the right to edit!) or brief descriptions of the item. We generally reserve our space for materials that are highly recommended by a teacher who uses them.

5. **Announcements and Employment Notices.** There is no charge for having your announcements and employment notices printed in the *JLTN Quarterly*. We select what to include on the basis of its relevance to secondary level Japanese language teachers and programs.

6. **Letters.** Occasionally we receive a letter, e-mail or fax that doesn't fit into any category but that we think should be shared with readers. With the writer's permission we may print it simply as a letter.

The Japanese Language Teachers Network Quarterly is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $20.00 for the five publications. For more information, to subscribe, or to submit articles, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, Tel 217/244-4808 or 217/333-2870 (leave message) Fax 217/333-4064, E-mail: bshenk@uni.uiuc.edu .

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